Standard III: Resources

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

A.   Human Resources

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

Evidence of Meeting the Standard

Los Angeles Community College District (LACCD) has policies and procedures for establishing appropriate hiring criteria. The hiring processes for developing job descriptions, advertising positions, and determining candidate qualifications is the mutual responsibility of the District Human Resources Department, the LACCD Personnel Commission and LASC. The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and academic administrators (DIIIA1-01). LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators (DIIIA1-02).

LASC administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. LASC adheres to LACCD established policies and procedures BP 7120 Recruitment and Hiring, BP 7270 Unclassified/Student Employees, AP 7210 Academic Employees, and AP 7211 Faculty Service Areas to ensure that the integrity of programs and services are preserved and best meet the needs of students and the institution as a whole. The College also collaborates with the District to determine the number of faculty required at each campus based on individual campus needs, hiring prioritization lists, retirements, Faculty Obligation Numbers and available funding. Each campus, through the participatory governance process, determines its hiring priorities and initiates hiring through the submission of a Notice of Intent to hire to District HRD. The College and HRD work collectively to develop appropriate job descriptions and recruitment plans. All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of 6 weeks (DIIIA1-03, DIIIA1-04, DIIIA1-05, DIIIA1-06, DIIIA1-07, DIIIA1-08, and DIIIA1-09, DIIIA1-10, DIIIA1-11). The District HRD also conducts regular recruitments for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 (DIIIA1-12). As with permanent faculty, each college follows this process to conduct screening of eligible adjuncts from the HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need, and the college makes final selections for successful candidates.

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

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

Analysis and Evaluation
In compliance with LACCD board policies, administrative procedures, and Personnel Commission policies and procedures, LASC hires qualified personnel necessary to support its programs and services. LASC adheres to the LACCD processes to guide its internal screening and hiring processes. All processes and procedures are clearly documented in HR Guidelines, LACCD board policy and procedure, Personnel Commission policy and procedure, and on the public facing websites. All developed job descriptions are directly related to the college's mission, vision, and goals and accurately reflect the position duties, responsibilities, and authority. All LASC personnel meet the minimum qualifications for their position, have been thoroughly screened, interviewed in accordance with all EEO requirements, and the responsible hiring manager under the supervision of the college vice president performs all reference checks.

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

Evidence of Meeting the Standard
LACCD job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* (DIIIA2-01). Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes (DIIIA2-02).

LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the EEO Plan District protocols (DIIIA1-03, DIIIA1-04, DIIIA1-05, DIIIA1-06, DIIIA1-07, DIIIA2-03). All applications are forwarded to the screening committee. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

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

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

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

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

Evidence of Meeting the Standard
LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* (DIIIA2-01). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators through the Personnel Commission (DIIIA1-14). Candidates are required to provide credentials, transcripts, references, and letter of intent as part of the application process. The search committee conducts the initial evaluation of applicant minimum qualifications (DIIIA3-01). HR validates minimum qualifications before a formal employment offer is made for academic employees.

Analysis and Evaluation
LASC adheres to established LACCD policies, procedures, HR Guidelines, and state law to ensure that administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

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

Evidence of Meeting the Standard

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

Degrees from non-U.S. institutions are recognized if the transcripts provided have been evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) and are verified to be equivalent to U.S. degrees. The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements:

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements (DIIIA5-01, DIIIA5-02, DIIIA5-03, DIIIA5-04, DIIIA5-05, DIIIA5-06, DIIIA5-07, DIIIA5-08 DIIIA5-09, DIIIA5-10, DIIIA5-11, DIIIA5-12, DIIIA5-13). Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 (DIIIA5-14, DIIIA5-15, DIIIA5-16 DIIIA5-17).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD

enterprise system ([DIIIA5-18](#)). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 ([DIIIA5-19](#), [DIIIA5-20](#), [DIIIA5-21](#), [DIIIA5-22](#), [DIIIA5-23](#), [DIIIA5-24](#)). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions. Los Angeles Southwest College works with the district to provide continuous training for individuals responsible for uploading evaluations into the EASy system. The College plans to complete all outstanding evaluations by the end of Spring 2023.

Analysis and Evaluation
All evaluations assess performance effectiveness and provide feedback that leads to improvement in job performance. Evaluations are conducted at regular intervals for each employee group based on stipulations in collective bargaining agreements, administrative procedures and Personnel Commission Rules. The policies and practices in place in the LACCD, along with the forms used for evaluations, result in effective measures of performance of the duties for all employees. The College plans to complete all outstanding evaluations by the end of Spring 2023

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

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

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

Evidence of Meeting the Standard
LASC is guided by LACCD policies and state laws and regulations to establish and determine a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of LASC's educational programs and services to achieve its mission and purpose. LACCD adheres to California Code of Regulations Title 5, section 51025, requiring districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Student (FTES) ([3A7-01](#)). LACCD is in compliance with California Education Code section 84362 (d), the 50% law, which requires districts to have at least 50% of their expenses associated with the direct costs of instructing students in the classroom ([3A7-02](#)).

Annually, the state Chancellor's Office sets the Faculty Obligation Number (FON) for LACCD. Subsequently, the Human Resources Department ensures that the LACCD Chancellor's Cabinet sets individual college FON targets including LASC ([3A7-03](#), [3A7-04](#)). The FON attempts to address appropriate faculty staffing levels for the colleges as a whole based upon student enrollment. New faculty requests must first be requested during program review. LASC conducts a faculty prioritization process after lengthy discussion of each department's needs following each program review cycle through a participatory governance structure. This is done through an agreed

upon process among the AFT1521 Faculty Guild, the Academic Senate, and the College President. Based upon the FON allocation and result of the prioritization process, each college submits a Notice of Intent (NOI) and job description for each position it intends to fill (DIIIA7-01).

At LASC, the Academic Senate developed the Faculty Hiring Prioritization Process, conducted annually by the Faculty Hiring Prioritization Committee. In accordance with LACCD Board Rules 10301-10304, this process identifies and prioritizes new faculty positions while promoting fairness, equity, and in alignment with the mission of the college and LASC's strategic education master plan. The Faculty Hiring Prioritization Committee is co-chaired by the Academic Senate and Vice President of Academic Affairs. The committee meets in the fall semester of each year to develop and rank the faculty hiring prioritization list. This list is inserted into a formal memo to the College President with the recommended faculty hires for the upcoming academic year. Upon receipt of the recommendations, the College President is expected to respond within five working days. If any changes are made by the President to the faculty hiring prioritization list, the College President is required to respond in writing to notify the Faculty Hiring Prioritization Committee. Once the College President responds, the list is considered final (3A7-05, 3A7-06, 3A7-07). The new and replacement faculty positions to be filled are shared at a Chancellor's Cabinet meeting by all College Presidents to ensure that LACCD meets the required FON (3A7-08). The Chancellor approves all final recruitment authorizations to achieve the LACCD FON.

Analysis and Evaluation
LASC is in compliance with the "50% law" and the FON. LACCD and LASC have documented internal processes to ensure that the college maintains a sufficient number of qualified faculty, including full-time and adjunct faculty to fulfill faculty obligations. Faculty ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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

Evidence of Meeting the Standard
LASC supports part-time and adjunct faculty as outlined in BP 7160 Professional Development and AP 7160 Professional Development (3A8-01, 3A8-02). In compliance with Education Code and Title 5, LACCD and the AFT 1521 Faculty Guild have employment policies and practices that provide for orientation, oversight, evaluation, and professional development of part-time and adjunct faculty. Articles 13 (section C) and 19 of the AFT 1521 Faculty Guild collective bargaining agreement provide guidance to support the integration of part-time and adjunct faculty into campus life (3A8-03, DIIIA5-01). Per Article 19, part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter.

LASC offers a number of opportunities for part-time faculty to become involved in the life of the campus. Part-time faculty are encouraged to participate in campus events, department meetings and events, governance through committees and recognized annually in college-wide recognition events. LASC Academic Senate encourages part-time faculty to serve as senate representatives

and on committees. LACCD and LASC opportunities for part-time faculty engagement include, but are not limited to:

- FLEX Workshops available through the Vision Resource Center (3A8-04).
- Invitation to Opening Day to receive updates on the college, learn about the priorities of the institution for the upcoming year, and hear from the college president and other leaders (3A8-05).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory governance committees, town halls, and academic senate (3A8-06, 3A8-07).
- All LACCD faculty, including adjuncts, are required to complete two four-week, forty-hour courses to become certified to teach online: Introduction to Teaching with Canvas, a course that focuses on using the Canvas tools to create accessible and effective online course content, and Introduction to Online Teaching and Learning, a course that focuses on online course design, policy, and pedagogy. The District offers these courses every term, and all faculty can participate (3A8-08, 3A8-09).

In addition, LASC hosts an annual Employee Recognition Day to recognize classified professionals, student works, faculty, part-time faculty, and administrators across the campus for their leadership, dedication, and for going above and beyond. Individuals are nominated by their peers and Adjuncts of the Year are recognized annually (3A8-10). Adjunct and part-time faculty are also included in college-wide communications, townhalls, and activities hosted by the President's Office including the annual Halloween Costume Contest, Thanksgiving Potluck, LASC Holiday Party, Gingerbread House Decorating Competitions, and the annual Inglewood Dr. Martin Luther King, Jr. Parade (3A8-11, 3A8-12, 3A8-13, 3A8-14).

Analysis and Evaluation
In line with District policies and the Collective Bargaining Agreement, at LASC orientation, communications, and professional development activities are made available to all adjunct faculty and their participation is encouraged.

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

Evidence of Meeting the Standard
In accordance with BP and AP 7120 Recruitment and Hiring and BP 7230 Classified Employees, LASC has a clear process for hiring educational, technological, physical, and administrative staff (4B1-07, 4B1-10, 3A9-07). The determination of staffing sufficiency is a collaborative process within LASC and LACCD. Staffing projections and analysis are done at the campus-level and at the District-level for departments at the Educational Services Center (ESC). Regarding classified employees, the college, in collaboration with internal stakeholders, creates a prioritized list after a thorough analysis (following each program review cycle and in line with the collective bargaining agreements) (3A9-01, 3A9-02). As with faculty requests, the College President works in conjunction with the Vice President of Administrative Services to analyze the budget impact of the requests, including the long-term financial impact of adding new classified staff to ensure we

have sustainable financial resources. If approved, a Classified Staffing Request form is submitted from the college to the district and Personnel Commission when a new or replacement position is requested. This form includes a summary and rationale for the request when hiring classified employees (3A9-03).

In 2020 and 2021, LACCD offered a Supplemental Retirement Plan (SRP) to all employees. LASC experienced a significant number of retirements that allowed for a valuable restructuring process to support the college's strategic education master plan goals and fiscal recovery goals. To support the college in a participatory and collegial process for rebuilding the classified workforce, the college president formed the LASC Human Resources Presidential Taskforce (3A9-04). With the facilitation of a consultant, the Taskforce created the LASC Human Resources Restructuring Plan prioritizing positions for the college by division to support the strategic education master plan goals (3A9-05, 3A9-06). LASC is using the Human Resources Restructuring Plan as the guide for re-staffing the campus.

LASC utilizes a participatory governance structure when determining classified staffing needs that incorporates college planning and program review. In the update to the LASC Resource Allocation Handbook for FY 2022-2023, LASC developed a Classified Hiring Prioritization Subcommittee under the Budget Committee. Upon full implementation of the Human Resources Restructuring Plan, LASC will utilize the Classified Hiring Prioritization Subcommittee to annually prioritize the classified hiring requests that are presented in the program review (1B4-03 see pg. 13).

Analysis and Evaluation
LASC adheres to Board of Trustees and Personnel Commission policies and procedures to effectively support staffing needs. With the newly implemented Human Resources Restructuring Plan and Classified Hiring Prioritization Subcommittee the College has planning practices that provide the opportunity to evaluate staffing levels on a regular basis for support personnel.

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

Evidence of Meeting the Standard
LASC and LACCD have established processes to ensure adequate administrative staffing. Executive leadership positions are vetted through the Chancellor who establishes a separate hiring committee which includes various participatory governance groups in accordance with BP 7120 Recruitment and Hiring (4B1-07). Collective bargaining agreements include hiring information and processes for each respective bargaining unit (3A10-04). Academic employees must meet minimum qualifications in accordance with Title 5 CCR 53021 (3A10-05). Classified administrators are vetted through the Personnel Commission in order to meet eligibility requirements pursuant PC Rule 615 Examinations and 635 Eligibility Lists (DIIIA1-16, 3A10-06). The LACCD Budget Allocation Model stipulates the baseline funding for administrators (DIIIA10-01). This baseline shows the minimum number of academic and administrative personnel for a small, medium, and large college. The administrators are organized at the college level and determined by review and planning processes at the college. The Notice of Intent or Classified Staffing Request form is used to initiate recruitment depending upon the position is for either an academic or classified administrator (3A10-02, 3A10-03).

As stated in 3A9, LASC utilizes a participatory governance structure when determining administrative staffing needs that incorporate college planning and program review. In 2020 and 2021, LACCD offered a Supplemental Retirement Plan (SRP) to all employees. LASC experienced a significant number of retirements that allowed for a valuable restructuring process to support the college's strategic education master plan goals and fiscal recovery goals. To support the college in a participatory and collegial process for rebuilding the administrative workforce, the college president formed the LASC Human Resources Presidential Taskforce (3A9-04). With the facilitation of a consultant, the Taskforce created the LASC Human Resources Restructuring Plan prioritizing positions for the college by division to support the strategic education master plan goals (3A9-05, 3A9-06). LASC is using the Human Resources Restructuring Plan as the guide for re-staffing the campus.

Analysis and Evaluation
LACCD has policies in place to determine minimum administrator staffing levels. The College maintains a sufficient number of administrators to provide leadership and ensure services to support the institution's mission and purpose.

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

Evidence of Meeting the Standard
LACCD makes its personnel policies and procedures available on the LACCD website where they are easily accessible by campus constituencies, students, and the public. The College adheres to the written personnel policies and procedures stated in Chapter 7 Board Policies and Administrative Procedures along with any negotiated items in the collective bargaining agreements for faculty and the classified staff. Other important forms are posted and accessible as follows:

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

Analysis and Evaluation
LASC adheres to the LACCD established and published written personnel policies and processes. Utilizing board policy, administrative procedure, collective bargaining agreements, HR Guides, and Personnel Commission rules, LASC ensures the fair, consistent, and equitable administration

of personnel policies and procedures. All policies and procedures are publicly accessible on the LACCD website.

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

Evidence of Meeting the Standard

One of LACCD's core values is "The Power of Diversity." Los Angeles Community College District has a reputation for teaching and for its highly qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence & Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (DIIIA12-01). A broad range of training is offered to support, encourage, and address issues of diversity and equity as relates to personnel and students. Faculty can access resources through the Vision Resource Center (DIIIA12-02). The LACCD EEO Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (DIIIA2-03). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (DIIIA12-03).

To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool (DIIIA1-11). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must participate in EEO Hiring Committee Training every three (3) years. Each academic and/or classified hiring panel includes a non-voting EEO Representative selected by the college president (DIIIA12-04).

To institutionalize practices of equity and diversity, in the summer of 2020, LACCD established a "Framework for Racial Equity and Social Justice" that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a districtwide race, equity and inclusion Human Resources Workgroup that is to address systemic barriers to the recruitment, hiring, and promotion of historically underrepresented and marginalized communities (DIIIA12-05). This provides the mechanism for all in the LACCD to assess, through its annual review processes, the effectiveness of the support provided to its community of staff and students

In response to the LACCD Framework for Racial Equity and Social Justice, LASC established the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Presidential Taskforce (4A1-08). This participatory taskforce was charged with developing recommendations to operationalize the equity framework to best meet the needs of the students, employees, and surrounding community (4A1-

09). Additionally, the college president invested resources to support the inclusion, diversity, equity, and anti-racism work of the institution through joining the USC Equity Alliance and engaging with A2MEND (4B1-17). The president facilitated sending participatory teams to be trained and then bring equity trainings to the campus community (4B1-19, 4B1-20).

In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad-Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. These provide opportunities for faculty, staff, administrators, students, and the community to participate in discussing policies and procedures related to equity and diversity (DIIIA12-06, DIIIA12-07, DIIIA12-08, DIIIA12-09, DIIIA12-10).

Los Angeles Southwest College also ensures multiple educational events and opportunities on campus to promote inclusion, diversity, equity, and anti-racism through events celebrating Black History Month, Women's History Month, Hispanic Heritage Month, LGBTQIA+ Pride Month, and other events. This is done in partnership with the Associated Students Organization, Cultural Heritage and Arts Events and Advisory Collective (CHA), campus and surrounding community (4B6-28, 4B6-29, 4B6-30, 4B6-31, 4B6-32).

Analysis and Evaluation
LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. The core value of diversity is expressed in the District's commitment to hiring diverse faculty and staff and to assessing equity in hiring for all employee classifications. As charged, the EEO Advisory Committee reviews recruitment strategies and makes recommendations to LACCD Board of Trustee accordingly. The College adheres to policies and practices to create and maintain appropriate programs, practices, and services that support its diverse personnel.

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

Evidence of Meeting the Standard
One of LACCD's core values is public accountability and transparency. The LACCD has a number of board policies and administrative procedures that address written codes of professional ethics for all its personnel including BP 2710 and AP 2710 Conflict of Interest (3A13-01, 3A13-02). Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Policies (DIIIA13-01), the Personnel Commission has Laws & Rules covering all Classified employees (DIIIA13-02), and Education Code 87732 covers academic employees (DIIIA13-03), violation of which could lead to employee discipline.

Board Policy 7366, Unsolicited Written Derogatory Communication, allows any employee or members of the public a mechanism to criticize an employee's performance of duties or character (3A13-03). Allegations for violations of any of these policies are thoroughly investigated and can result in employee disciplinary progressive intervention. HR Guide HR E-001 describes the evaluation and processing of unsolicited derogatory communication (3A13-04). BP 6410 District Audit Charter establishes the Office of Internal Audit (OIA) which is an independent appraisal function. OIA investigates and reports matters of internal fraud, waste, or abuse to ensure efficiency and effective use of District public funds. OIA also manages the Whistleblower Hotline, and a Whistleblower Committee meets regularly to discuss matters of alleged ethical improprieties (3A13-05). In terms of hiring practices, the District has, and enforces, a strict nepotism policy and protocol (3A13-06).

With regard to faculty, the LACCD Board of Trustees recognizes the District Academic Senate as the academic integrity body and consults regularly with it on academic and professional matters common to the District. Each college has organized its own college Academic Senate for the purpose of faculty government and has established formal and effective procedures for participation as an advisory on setting policies on professional matters. Faculty determine obligations for professional ethics as defined in BP 4030 Academic Freedom, which details the District's commitment to Academic Freedom and the ability for each academic senate to create local protocols on academic freedom and professional ethics (3A13-07). Locally, the College's Academic Senate has adopted a Faculty Code of Ethics (3A13-08).

Analysis and Evaluation
LACCD has an approved ethics policy and procedure for all of its personnel under Board Policy 2715 Code of Ethics (DIIIA13-01) which details the consequences for violations of that policy. Anyone may submit an anonymous report to the District's Office of Internal Audit or the Whistleblower Hotline either by phone or by fax (3A13-09, 3A13-10). All reports of alleged misconduct are forwarded to HR to be investigated promptly.

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

Evidence of Meeting the Standard
LACCD's Core Values of Access & Opportunity and Excellence & Innovation recognize that the District's greatest resource is employees. To support employees, District and college divisions offer a multitude of trainings for faculty, classified staff, and administrators throughout the year (DIIIA12-02). The District has offered the following professional learning opportunities to support campus leaders:
- Hosting conferences and summits on the LACCD campus with specific themes tied to the priorities of the colleges and District Office (DIIIA14-01).
- Professional Development and Tuition Reimbursement funds are available under each of the union contracts (DIIIA14-02).
- *LACCD Deans Academy* and *Essentials of Supervision* designed to help classified and management employees prepare for leadership roles at every level of the organization

(DIIIA14-03), (DIIIA14-04), (DIIIA14-05), (DIIIA14-06), (DIIIA14-07).
- The Chancellor's President's Academy (DIIIA14-08), (DIIIA14-09).

Los Angeles Southwest College is deeply invested in the professional development of all its employees. LASC faculty are obligated to complete 33.5 hours of Flex time during the course of an academic year with adjunct faculty completing half their total annual hourly assignment as Flex time (3A14-01). Although there are no professional development contractual requirements for other constituencies, all employees are encouraged to participate in the numerous activities presented by the college. Weekly professional development updates are shared with employees via email and include detailed information about the upcoming events as well as professional articles for continued growth (3A14-02, 3A14-03, 3A14-04). The Professional Growth Committee (PGC), a standing committee of the Academic Senate, consists of four members: one academic administrator selected by the college president, at least one regular faculty member selected by the AFT Faculty Guild, and two regular faculty members selected by the Academic Senate (3A14-05). The PGC, with the addition of members from the various classified employee units, serve as the Professional Development Committee (PDC) at LASC. The PDC plans and supports professional development training at LASC, addressing topics related to pedagogy, technology, and learning needs, equity and social justice, and student services. A professional development plan guides the goals and work of the PDC (3A14-06).

Classified professionals and faculty assist in identifying professional development needs and in measuring the impact of activities on the improvement of teaching and learning and the overall goals of the college through mid-year and end-of-year evaluation surveys (3A14-07). The new Professional Development SharePoint Page includes links for suggestions from employees and presentation proposals (3A14-08). The PDC plans and hosts the official Flex Day activities, two full-days in the fall and one-day in the spring, for a total of 18 hours (3A14-09, 3A14-10). The PDC evaluates the training offered on official Flex days and reviews the responses of attendees in order to improve future trainings and better serve the needs of the College (3A14-11, 3A14-12).

For both full-time and part-time faculty, LACCD have established a Professional Conference and Tuition Reimbursement Fund, which is managed by the LASC Professional Growth Committee per Article 23 of the AFT 1521 Faculty Guild Collective Bargaining Agreement (3A14-05). Funds are awarded to faculty through an application process and are used to offset the cost of attendance at professional conferences, workshops, and seminars. Tuition reimbursements are also available to faculty to defray the cost of enrollment in credit courses at accredited colleges/universities or participation in workshops, institutes or other organized activities that are deemed eligible (3A14-13).

The College also invests heavily in professional development for the campus community including administrators, faculty, classified professionals, supervisors, and managers. In 2022, LASC was selected to participate in the Caring Campus Initiative (3A14-14, 3A14-15). Equity and anti-racism trainings have been offered to all constituencies including opportunities to attend A2MEND Trainings, the USC Equity Alliance Trainings, and online equity retreats (3A14-16). Additionally, training occurs as needed to meet the needs of the campus community (3A14-17, 3A14-18).

Analysis and Evaluation

LASC and LACCD provide robust professional development programs to support the professional and personal growth of the classified professionals, faculty, and administrators. These professional development opportunities are consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. LASC and LACCD systematically evaluate professional development programs and use the results of these evaluations as the basis for improvement.

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

Evidence of Meeting the Standard

LACCD ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate. The LACCD HR Department maintains the official personnel files of record. The HR Department stores files in a secure room with key access to which only designated HR employees may access.

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

Analysis and Evaluation

LACCD and LASC adhere to the collective bargaining agreement language and HR processes to maintain all personnel records in a secure room at the LACCD Offices, managed by the HR Department. Files are securely stored and accessible by a written request and appointment with HR.

Conclusions on Standard III.A: Human Resources

LASC and LACCD employ qualified classified professionals, faculty, and administrators who maintain the integrity of its programs and services in alignment with the institutional mission. Employment criteria, qualifications, processes, job announcements, and job descriptions align with the college mission in providing the highest level of service to students. LASC adheres to all policies, procedures, Personnel Commission rules, and collective bargaining agreements to ensure prescribed, ethical, and equitable hiring and evaluation processes to support the diverse personnel of the institution. Professional and personal development opportunities are provided to all LASC employees, and all employees are encouraged to invest in themselves to best serve the students and community. Personnel policies and procedures are clearly defined and easily accessible by internal and external stakeholders.

Evidence List Standard III.A

Standard III.A.1
DIIIA1-01_HROrgChartOps
DIIIA1-02_HRGR110toR400

DIIIA1-03_HRGuideR110
DIIIA1-04_HRGuideR121
DIIIA1-05_HRGuideR122
DIIIA1-06_HRGuideR124
DIIIA1-07_HRGuideR130
DIIIA1-08_BP7120
DIIIA1-09_BP7270
DIIIA1-10_CCCRegistry
DIIIA1-11_RecruitmentStrat
DIIIA1-12_HRGuideR130
DIIIA1-13_PCLawsRules
DIIIA1-14_PCClassSpec
DIIIA1-15_PCWebsite
DIIIA1-16_PCRule615
DIIIA1-17_C1121ClassStaff

Standard III.A.2
DIIIA1-03_HRGuideR110
DIIIA1-04_HRGuideR121
DIIIA1-05_HRGuideR122
DIIIA1-06_HRGuideR124
DIIIA1-07_HRGuideR130
DIIIA2-01_CCCCOMinQuals
DIIIA2-02_AcademicJobs
DIIIA2-03_EEOPlan
DIIIA2-04_Equivalency
DIIIA2-05_HRR130N
DIIIA2-06_APonEquivalency
DIIIA2-07_FacJobDesc

Standard III.A.3
DIIIA1-14_PCClassSpec
DIIIA2-01_CCCCOMinQuals
DIIIA3-01_EmployeeWebpage

Standard III.A.4
DIIIA4-01_BP7210
DIIIA4-02_ChXArticleIII

Standard III.A.5
DIIIA5-01_AFT1521CBAArt19
DIIIA5-02_AFT1521CBAArt42
DIIIA5-03_AFT1521ACBAArt16

DIIIA5-04_B&CTradesCBAArt15
DIIIA5-05_SEIU99Art12
DIIIA5-06_SEIU721Art11
DIIIA5-07_TeamstersArt8
DIIIA5-08_FacEvalFormACD
DIIIA5-09_FormPE_CT_PM
DIIIA5-10_FormPE_CR_Trades
DIIIA5-11_FormPE_CS_721
DIIIA5-12_SEIU99AppxC
DIIIA5-13_TeamFormEval
DIIIA5-14_BP7150
DIIIA5-15_PCRule702
DIIIA5-16_HRGuideE210
DIIIA5-17_HRGuideE215
DIIIA5-18_EASyRedacted
DIIIA5-19_AFT1521MOU2021
DIIIA5-20_AFT1521AMOU2020
DIIIA5-21_TradesMOU2020
DIIIA5-22_TeamstersMOU2020
DIIIA5-23_SEIU99MOU2020
DIIIA5-24_SEIU721MOU2020

Standard III.A.6—Discontinued by the Commission in 2018

Standard III.A.7
3A7-01_FTFacultyObCCCCO
3A7-02_CalEdCode84361
3A7-03_FON_Fall2021_Rpt
3A7-04_FON_Fall2021_Coll
3A7-05_FHPComm
3A7-06_FHPCRanking
3A7-07_FHPCResponse
3A7-08_ChanCabAgenda
DIIIA7-01_NoticeofIntent

Standard III.A.8
DIIIA5-01_AFT1521CBAArt19
3A8-01_BP7160
3A8-02_AP7160
3A8-03_Article13C
3A8-04_VRC
3A8-05_OpeningDayF21
3A8-06_FlexAct

3A8-07_ProDev
3A8-08_DE_training
3A8-09_DE_Cert
3A8-10_EmpRec
3A8-11_MLKParade
3A8-12_Thanksgiving
3A8-13_HolidayParty
3A8-14_Gingerbread

Standard III.A.9
1B4-03_ResourceAllocHdbk
4B1-07_BP7120
4B1-10_AP7120
3A9-01_AFT1521CBA17pg72
3A9-02_AFT1521CBA44pg191
3A9-03_C1121ClassSt
3A9-04_HRtaskforce
3A9-05_HRScopeWork
3A9-06_LASC_HRRestrPlan
3A9-07_BP7230

Standard III.A.10
DIIIA1-16_PCRule615
3A9-04_HRtaskforce
3A9-05_HRScopeWork
3A9-06_LASC_HRRestrPlan
4B1-07_BP7120
3A10-02_NOI_Acad
3A10-03_NOI_Class
3A10-04_UnionContracts
3A10-05_Title_5_CCR_53021
3A10-06_PCRule635
DIIIA10-01_UnresGenFund

Standard III.A.11
DIIIA11-01_Ch7BoardDocs
DIIIA11-02_HRGuides
DIIIA11-03_UnionContracts
DIIIA11-04_FacStaffForms

Standard III.A.12
DIIIA1-11_RecruitmentStrat
DIIIA2-03_EEOPlan

4A1-08_IDEATskfrcCharge
4A1-09_IDEATskfrcRecs
4B1-17_A2MENDAnnualConf
4B1-19_LdrshpTeamAtndList
4B1-20_PresOfficeRetreat
4B6-28_WHM
4B6-29_LGBTQPlus
4B6-30_StmntUnrestWashDC
4B6-31_ChristchurchMosque
4B6-32_PresMondayComm
DIIIA12-01_BP1200
DIIIA12-02_VRC
DIIIA12-03_EEOAdvCommRep
DIIIA12-04_TrainedEEOReps
DIIIA12-05_FrmwkRacialEqty
DIIIA12-06_LGBTQBlackFlyer
DIIIA12-07_LGBTQBlackAgenda
DIIIA12-08_MACALADACAFlyer
DIIIA12-09_MACALADACAgenda
DIIIA12-10_AdHocNonEngSpeak

Standard III.A.13

3A13-01_BP2710
3A13-02_AP2710
3A13-03_BP7366
3A13-04_HRGuide_E001
3A13-05_BP6410
3A13-06_B325_Nepotism
3A13-07_BP4030
3A13-08_FacultyEthics
3A13-09_LACCD_Whstleblwr
3A13-10_Whstleblwr_Hotline
DIIIA13-01_BP2715
DIIIA13-02_PCRule735
DIIIA13-03_EdCode87732

Standard III.A.14

DIIIA12-02_VRC
3A14-01_FlexGuidelines20
3A14-02_LASCMicrosoft
3A14-03_ClassifiedSumStretch
3A14-04_WeeklyPDUpdates
3A14-05_Article23A-D

3A14-06_2020-2023_PDPlan
3A14-07_PDsurveys20_21_22
3A14-08_PDSharePoint
3A14-09_Fall2021FlexDay
3A14-10_FLEXActivities
3A14-11_PDMinutesFeb21
3A14-12_PDMinutesSept20
3A14-13_TuitionConfReq
3A14-14_CaringLeadership
3A14-15_CultureCaring
3A14-16_EquityTraining
3A14-17_BudgetTraining041122
3A14-18_BudgetDevRec
DIIIA14-01_WomenEmpowerment
DIIIA14-02_ DUnionCBAArt
DIIIA14-03_ DeansAcadSample
DIIIA14-04_DeansAcadAgenda
DIIIA14-05_PresentDeans
DIIIA14-06_EssentialsinSupv
DIIIA14-07_EssentialsinSupSch
DIIIA14-08_PresAcademy
DIIIA14-09_PresAcadBrochure

Standard III.A.15
DAIII15-01_PersonnelFilesCBA

B. Physical Resources

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

Evidence of Meeting the Standard

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

using a building system and equipment database which is updated annually by FM&O staff (DIIIB1-02).

In addition to meeting the regulatory requirements established by the CBC and ADA with oversight from the DSA, the LACCD FP&D oversees capital improvement, major repairs and replacement projects that best support the educational mission of the colleges. Factors that lead to major capital investments include the need for retrofits, repairs, major renovations, new construction, and critical building safety features. The assessment of capital investment needs are a result of maintenance and operations inspections, periodic facilities conditions assessments, and long-range planning. To ensure operational efficiency, the District adopted a deferred maintenance program with a dedicated budget allocation to ensure physical resources are adequately maintained for the life of the asset (DIIIB1-03 see pgs. 6-8). Each College also has an ADA Title II Transition Plan that identifies the list of barriers and describes how barriers will be removed (DIIIB1-04).

Providing a healthful working and learning environment is a Districtwide priority. The FP&D endeavors to ensure clean and sufficiently maintained buildings and facilities by establishing and providing facilities standards and initiatives. The adoption and commitment to better align maintenance and operational goals with the APPA Leadership in Educational Facilities standards assures resources and planning efforts are driven by data and achievable service goals. Alignment with APPA standards offer flexible maintenance and operational staffing models based on the desired level of service and budget available specific to each college (DIIIB1-05).

The District's BuildLACCD Team has identified and funded barrier removal projects to ensure accessibility improvements identified in the ADA transition plan are completed. BuildLACCD verifies and ensures compliant work through a design review and field assessment process completed by an independent Certified Access Specialist (CASp) (DIIIB1-06). Long-range planning has resulted in $191 million of districtwide capital improvement bond funds dedicated solely to the safety and security of all college facilities and the Education Service Center. As an example, safety and security projects include door hardware upgrades, electronic access, and security cameras. Environmental design is a comprehensive design approach to improve safety by integrating barriers, landscaping and exterior lighting into existing college projects (DIIIB1-07).

LASC has maintained one campus location since its inception in 1967. LASC's Facilities Planning Committee makes recommendations for planning and construction and also guides the Facilities Master Plan process. LASC' Facilities Master Plan was updated and approved in 2022 in alignment with the Strategic Education Master Plan (SEMP) update in 2021 (3B1-01, 1A2-01). The updated LASC Facilities Master Plan prioritized five key goals in alignment with the SEMP goals: 1) Stewardship of resources; 2) Flexibility of space; 3) Welcoming and accessible campus; 4) Integration of the SEMP and physical master plan; and 5) Stimulating community partnerships.

Regarding safety, LASC is deeply committed to ensuring the safety and accessibility of the campus. As the safest college in the district, the LASC administration ensures that all required safety trainings are completed regularly, both the required FEMA trainings and additional ICS Incident trainings (3B1-02, 3B1-03, 3B1-04). LASC also has assigned building wardens and safety personnel in case of emergencies (3B1-05). The college utilizes emails, social media, the college website, and text communication to communicate safety concerns and ensure the health and

wellness of all students and employees (3B1-06, 3B1-07). In addition, the college has security cameras to support a safe and welcoming learning environment (3B1-08).

Analysis and Evaluation

LASC works collaboratively with the District Facilities Planning and Development Department (FP&D), BuildLACCD District Capital Improvement Program/Team (BuildLACCD), and LASC Maintenance and Operations Department (M&O) to ensure that LASC facilities are accessible, safe, secure, and provide a healthy working and learning environment. LASC's M&O Department and Facilities Planning Committee make recommendations to the Vice President of Administrative Services. College administration works closely with the District to follow preventative and deferred maintenance schedules. The college's Facilities Master Plan is reviewed annually and updated periodically to align with the college mission, vision, values, and Strategic Education Master Plan.

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

Evidence of Meeting the Standard

LASC's Strategic Education Master Plan (SEMP) drives the planning of physical resources (1A2-01). LASC's mission, vision, values, programs and services, and overall college goals are defined in the SEMP that guide the development of the LASC Facilities Master Plan. With the update of LASC's SEMP in 2021, the college updated its Facilities Master Plan in 2022. The plan was guided by the LASC Facilities Planning Committee in partnership with the Build LACCD Team (3B1-01, 3B2-01). LASC regularly reviews and periodically updates Facilities Master Plan in response to changes to the SEMP. Consistent with the participatory governance, various college committees and individual constituents review and provide input into the Facilities Master plan update prior to submission to the Board of Trustees. LASC's FY 2022-2027 Facilities Master Plan update was approved by the LACCD Board of Trustees on June 1, 2022.

In order to ensure the effective use and continuing quality of physical resources, the District FP&D, LASC Vice President of Administrative Services, and LASC M&O Team work collaboratively to regularly evaluate facilities, equipment, and instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations. In an effort to best support each College's mission, the District participates in a Facilities Condition Index (FCI) Assessment Review (3B2-02). The FCI assessment is completed periodically by external engineering and building professionals contracted and managed by the Foundation for California Community Colleges. The FCI is reviewed annually with consideration for deterioration based on the colleges' own assessments derived from the preventative maintenance inspections, documented failures and emergency repairs and completed or further deferred scheduled maintenance projects funded by through California Community College Chancellor's Office Physical Plan and Instructional Support Program (3B2-03). The District FP&D Department reviews the Colleges space utilization report in FUSION annually. The spaces include all instructional, office, and lab space (3B2-04). Campus work orders and service reports are reviewed to assess and prioritize improvement, repair and replacement projects (3B2-05).

The LACCD FP&D Department ensures that building projects and other capital investments are reviewed by the Board Facilities Planning Subcommittee for consistency and appropriateness across the District. The Chancellor and Vice Chancellor/Chief Facilities Executive have the responsibility for planning and administrative management of the District's capital outlay and construction program. Annually, the Chancellor updates the Five-Year Capital Outlay Plan (3B2-06). Over the past 20 years, the District has received four facilities bonds totaling nearly $10 billion to support the colleges' educational programs (3B2-07). This has resulted in 163 new buildings, 622 renovated or remodeled buildings, and 92 demolished buildings district-wide (3B2-08, 3B2-09). The demolition of aging buildings and replacement with new buildings decreases operating costs, increases safety and ensures that facilities space best meets the educational needs of students through capital investment support. At LASC, the college demolished the LL Building and replaced it with a new school of science in 2019 (3B2-10). The college is also currently constructing its Student Union to finally bring a cafeteria and dedicated student life space to the campus (3B2-11). The college utilizes town halls and recurring Building User Group (BUG) meetings to ensure participation and campus inclusion within the new construction process (3B2-12).

Analysis and Evaluation
Working collaboratively with the District, LASC continues to invest in its physical resources through participatory governance planning and updates to the Facilities Master Plan, aligned with the college's mission, vision, values, and strategic goals. The college and district are committed to constructing and maintaining facilities that ensure access, safety, security, and a healthful learning and working environment. The District utilizes the Division of State Architect process. This includes review and approval by the state Access Compliance and Fire Life Safety divisions ensuring accessibility for persons with disabilities and integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and firefighting equipment access into projects. Through LASC's College planning processes, facilities are identified and forwarded for prioritization to advance programs and the college's overall mission.

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

Evidence of Meeting the Standard
The District relies on a collaborative approach to assess the utilization of college facilities. FP&D supports college projects that are considered high cost (exceed $150,000), while colleges process lower cost (below $150,000) investments and prioritization of needs. College processes support the planning and design processes for short- and long-term strategic plans related to capital construction projects (DIIIB3-01). This supports college efforts to plan and evaluate improvements, repairs and replacements more effectively to maximize the deferred maintenance funding and operational services. The District also provides analyses of facilities through FCI and FUSION reports as noted above in 3B.1 (DIIIB1-01, DIIIB1-02). Each college also uses FUSION to update an inventory of facility space (DIIIB3-02).

At the local level, LASC administrators, classified professionals, and faculty engage in the Facilities Planning shared governance committee to continually plan and evaluate the colleges' physical resources. The Facilities Planning Committee uses data and information to evaluate the

effectiveness of physical resources supporting LASC's programs and services. The Committee meets regularly and provides dialogue and feedback on the effectiveness of LASC's physical resources, also providing updates on active construction projects (4A3-08).

Routine building equipment inspections are scheduled by the LASC M&O Department to meet requirements by regulatory agencies as well as to assure the effectiveness of physical resources. Inspections include building generators, elevators, fire alarm systems, backflow prevention devices, building code compliance, and identifying potential fire hazards. If repairs or updates are needed, the District's Deferred Maintenance Program is a dedicated funding commitment to better maintain existing facilities. Two percent (2%) of the District operating budget is set aside annually to address existing infrastructure, building and facilities repairs and maintenance. Deferred maintenance projects are prioritized by a set of criteria that include the severity of possible failure and impact on the educational mission of the college, the dollar amount of previous failures, the future of the system or component and the anticipated remaining life of the system or component and input of the college facilities teams (DIIIB3-03, DIIIB3-04). When necessary, the District engages various outside agencies to maintain the College's infrastructure, to ensure compliance, and to make emergency repairs requiring external expertise (DIIIB3-05, DIIIB3-06).

Analysis and Evaluation
In collaboration with the district, LASC utilizes multiple sources of data to monitor and maintain its facilities and equipment as well as to determine areas for improvement. The compilation of requests and needs identified by the LASC's M&O Department and Facilities Planning Committee are used to identify challenges and areas for improvement that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the State scheduled maintenance program, the local deferred maintenance program or if the project qualifies the project may be funded through the bond program.

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

Evidence of Meeting the Standard
All long-range capital plans to support institutional improvements begin with LASC Strategic Education Master Plan and Facilities Master Plan (1A2-01, 3B1-01). These plans evaluate and recommend long-range development plans that are often bond funded. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis (3B4-01, 3B4-02, 3B4-03).

Total Cost of Ownership of new facilities and equipment is addressed by the LACCD in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- Unrestricted General Fund for typical operational costs (3B4-04 see pg. 7)
- District Deferred Maintenance Fund (3B4-05)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects (3B4-06)

- District Bond Funds ([3B4-07](#))

Capital projects also include the demolition of facilities that are most effective to replace than maintain. This is driven by the Facilities Index which considers the age of the building in the TCO. In addition, some older spaces have gone through major renovations through capital investment to lower the annual costs to maintain the facilities and mitigate the cost of ownership at each college. All renovations or replacements are designed to ensure optimal longevity of capital assets and capacity of utilities and infrastructure.

The District has also placed limitations on expansion and growth to mitigate costs of ownership ([3B4-08](#)). Consideration for the construction of new facilities is generally considered as an alternative during the facilities master planning process where the long-term viability of a project is evaluated with the approved Board Resolutions to ensure buildings and facilities are not only sustainable, but also include expanded efforts towards the clean energy and decarbonization goal ([3B4-09](#), [3B4-10](#)).

While recent retirements and construction of new buildings at LASC has strained the current staffing levels to maintain these new facilities, the College is working through the HR Restructuring Plan to hire new staff and prioritize additional M&O personnel ([3A9-06](#)).

Analysis and Evaluation
LASC and LACCD align long-range capital project planning to institutional planning through LASC's strategic education master plan, facilities plan, and technology plan. When making decisions about facilities and equipment, LASC considers the total cost of ownership in order to remain fiscally sustainable while ensuring clean and healthy learning and working environments.

Conclusions on Standard III.B: Physical Resources
LASC assures safe, sufficient, and well-maintained physical resources to ensure a healthful learning environment for its students and working environment for its employees. Facilities are a major component of the college's governance structure, which provides constituencies to contribute to the planning, budgeting, and maintenance of the college's physical resources. Evaluation of physical resources is ongoing to assure continual support of LASC's programs and services.

Evidence List Standard III.B

Standard III.B.1
[1A2-01_20212026SEMP](#)
[3B1-01_FacilitiesMP_2022-2027](#)
[3B1-02_FEMATraining](#)
[3B1-03_IncidentCmdSys](#)
[3B1-04_LASCRoster081319](#)
[3B1-05_ICSStaffing031320](#)
[3B1-06_TwitterCommSafety](#)
[3B1-07_COVID_LASCWebUpdate](#)
[3B1-08_AP3502](#)

DIIIB1-01_FCIReport021122
DIIIB1-02_FUSIONProjList5yr
DIIIB1-03_LACCDDefMaintFund
DIIIB1-04_LACCD2021TransPlans
DIIIB1-05_MOStaffing2021-22
DIIIB1-06_CASp_Certs
DIIIB1-07_PhysicalSecurityProj

Standard III.B.2
1A2-01_20212026SEMP
3B1-01_FacilitiesMP_2022-2027
3B2-01_2022_LASC_FMPOC_Pres
3B2-02_Foundation Assess
3B2-03_Annual_FCI_Review
3B2-04_ProjectList5Yr
3B2-05_ReviewWorkOrders
3B2-06_2023-27_5YRConstPlan
3B2-07_BondApprovals
3B2-08_Bond-O-Project_Update
3B2-09_Bond-1-Project_Update
3B2-10_ScienceBldgTour
3B2-11_StudentUGrdBreak
3B2-12_LASC_SU_Minutes

Standard III.B.3
4A3-08_FPCMinutes
DIIIB1-01_FCIReport021122
DIIIB1-02_FUSIONProjList5yr
DIIIB3-01_FPDProjSMPDM
DIIIB3-02_2021-22_SpaceInventory
DIIIB3-03_DefMainCrit
DIIIB3-04_DefMaintProjects
DIIIB3-05_DuthieContract
DIIIB3-06_AquaServContract

Standard III.B.4
1A2-01_20212026SEMP
3A9-06_LASC_HRRestrPlan
3B1-01_FacilitiesMP_2022-2027
3B4-01_PPISFundMemo21
3B4-02_PPISAllocMemo21
3B4-03_LACCD5YrConstPln
3B4-04_FY2021_22GenFund

3B4-05_FY2021_22DefMaint
3B4-06_ReplReleasePlan
3B4-07_FY2021_22BondFunds
3B4-08_CapLoadAnalysis2021
3B4-09_CleanEnergySusRes
3B4-10_CleanEnergySusEffrt

C. Technology Resources

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

Evidence of Meeting the Standard

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

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

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

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

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our

students ([DIIIC1-08](#)). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery. ([DIIIC1–09](#), [DIIIC1-10](#)).

Each of the Colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for College departments, as well as managing audio visual and desktop technology needs for campus.

Los Angeles Southwest College Institutional Technology Organizational Chart:
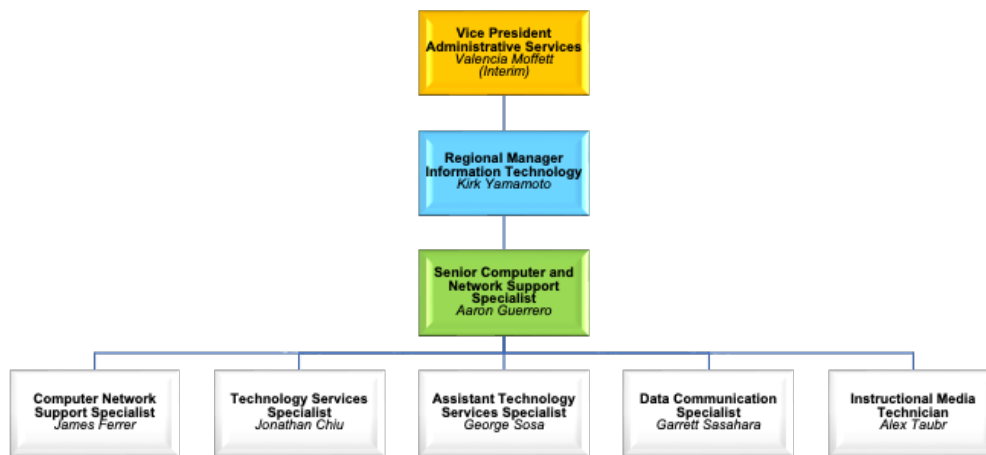
OIT provides support for over 70 applications utilized district wide ([DIIIC1-11](#)). LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design using a single content management platform ([DIIIC1- 12](#)).

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

The LASC Technology Committee meets monthly to review and discuss technology planning and technology needs. Recommendations from the Technology Committee go to College Council for approval and recommendation to the College President ([4A3-11,](#) [4A3-12](#)). In addition, the

Technology Committee develops a five-year Technology Master Plan for campus approval. The current TMP covers 2022-2027 (3C1-01, 3C1-02, 3C1-03).

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

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

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

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

The technology plan is operationalized through District-Wide IT initiatives/projects and college-specific efforts/projects. The districtwide IT initiatives are organized in a technology roadmap (DIIIC2-04). All IT project status updates are maintained on the OIT Projects Dashboard (DIIIC2-05).

The LACCD technology roadmap was revised due to the Covid-19 pandemic to include tools and technologies needed to operate remotely, such as video conferencing and cloud-based subscription services for teaching and learning. Subsequently, the technology roadmap has been further revised to incorporate telecommuting options and hybrid teaching.

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

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existent equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program (DIIIC2-06, DIIIC2-07, DIIIC2-08, DIIIC2-09, DIIIC2-10).

Analysis and Evaluation
The institution has established processes to ensure appropriate and sustainable infrastructure is maintained that provide an adequate environment for students, faculty, and staff. The institution uses feedback from end user constituencies through its participatory governance and program review processes used in the evaluation of existing technologies and informs the planning and prioritization process.

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

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

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

The District 's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections (DIIIC3-09), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) (DIIIC3-10, DIIIC3-

11). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems (DIIIC3-12). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policy and Administrative Procedures (DIIIC3-13, DIIIC3-14, DIIIC3-15, DIIIC3-16, DIIIC3-17, DIIIC3-18, DIIIC3-19, DIIIC3-20, DIIIC3-21, DIIIC3-22, DIIIC3-23, DIIIC3-24, DIIIC3-25).

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

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

Evidence of Meeting the Standard
Technology training for LASC employees is available throughout the year. A variety of technology workshops for a range of application software are offered through our Professional Development Committee. The Professional Development coordinator sends weekly PD Updates to the campus regarding upcoming training opportunities (2A7-08). In addition, the California Community Colleges Chancellor's Office has various technology training courses available through the Vision Resource Center which all employees can access through the District's SIS portal.

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

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

At Los Angeles Southwest College students have a variety of opportunities to receive training in technology. The Library regularly schedules technology workshops for students in addition to research and citation workshops and offers technology assistance in computer labs. The LASC noncredit program offers free classes and Certificates of Completion in computer literacy and other application software (2B1-11, 3C4-01). The Technology Committee also distributes surveys to students and faculty to ascertain instructional technology needs (3C4-02, 3C4-03) as well as technology needs can be identified through program review (2B3-01).

Analysis and Evaluation

Los Angeles Southwest College provides opportunities for training faculty, staff, students, and administrators on computing and computer applications. Employees can receive training through the staff development center and students can receive training in the library open labs or through noncredit programs offered online and in person. Trainings are evaluated and adjusted as needed.

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

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

Conclusions on Standard III.C: Technology Resources

LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The support, hardware and software provide the services, equipment, and technology need of the College. Plans are in place for district-wide technology replacement through the LACCD Office of Information Technology. LASC makes training available to faculty and staff through Professional Development. Students can receive training free through non-credit courses, Certificates of Completion, and Library workshops. The Library also offers students technology assistance in its computer labs. LACCD and LASC maintain reliable, secure, and safe technology at all locations.

Evidence List Standard III.C

Standard III.C.1

4A3-11_TPCOpAgrmt
4A3-12_TechCommMinutes
3C1-01_TechMstrPlan
3C1-02_SenateMinutes051022
3C1-03_CCMinutesMay2022
DIIIC1-01_TPPCCharter
DIIIC1-02_TPPByLaws
DIIIC1-03_TPPCSched20-21
DIIIC1-04_TPPCAgndaMins
DIIIC1-05_TPPCMembership
DIIIC1-06_HuronITAssess
DIIIC1-07_OITSharedSvcs
DIIIC1-08_OITMissionStmnt
DIIIC1-09_OITSvcModel
DIIIC1-10_OITOrgChart
DIIIC1-11_DWAppList
DIIIC1-12_DWWebPlatform
DIIIC1-13_NetworkInfraSum

Standard III.C.2

DIIIC2-01_LACCDTechPlan2126
DIIIC2-02_ITProjReqest
DIIIC2-03_OITProjReqForm
DIIIC2-04_LACCDITRoadmap
DIIIC2-05_OITProjDashboard
DIIIC2-06_LACCDInstrSpace
DIIIC2-07_InstrSpacesTech
DIIIC2-08_InstrSpcTechRead
DIIIC2-09_LACCDInstrTechInv
DIIIC2-10_LACCDTechRefresh

Standard III.C.3

DIIIC3-01_CriteriaDWInsTech
DIIIC3-02_InstAppList
DIIIC3-03_TechAssetsInven
DIIIC3-04_TechRefreshStan
DIIIC3-05_TechMaintRefresh
DIIIC3-06_AP_3724
DIIIC3-07_SISDisasRecovPlan
DIIIC3-08_SAPDisasRecovPlan

DIIIC3-09_SecAwareNotificat
DIIIC3-10_InfoSecStrategy
DIIIC3-11_OpProtocoIInfoSec
DIIIC3-12_InfoSecCalendar22
DIIIC3-13_InfosecEvalContr
DIIIC3-14_PrivilegedAccess
DIIIC3-15_ServerCertProcess
DIIIC3-16_CompNetworkUse
DIIIC3-17_IncidentMgmt
DIIIC3-18_IncidentResponse
DIIIC3-19_RecurringOpTasks
DIIIC3-20_SP_PII_SecConf
DIIIC3-21_SecOpsKiteworks
DIIIC3-22_PCI_ASV_Scan
DIIIC3-23_PreProdServerVuln
DIIIC3-24_QtrlyVulnerability
DIIIC3-25_SpirionSecScan

Standard III.C.4
2A7-08_PDWeeklyUpdates
2B1-11_LibraryWorkshops
2B3-01_NIPRLibrary
3C4-01_CompLiteracy
3C4-02_StuTechSurvey
3C4-03_AcadTechSurvey
DIIIC4-01_FacApprvOnline
DIIIC4-02_FacStaffTechRes

Standard III.C.5
DIIIC5-01_OITStandardsDev
DIIIC5-02_DesignMPOE
DIIIC5-03_FiberCabling
DIIIC5-04_CampusNetwkDesign
DIIIC5-05_RoomSizeStandards
DIIIC5-06_NtwkInfraHardware
DIIIC5-07_VOIPUnifiedCom
DIIIC5-08_StorageBackupSys
DIIIC5-09_EndUser
DIIIC5-10_AudioVisual
DIIIC5-11_MeasureJTech
DIIIC5-12_MeasureCCTech
DIIIC5-13_BondProjDash
DIIIC5-14_BP3720

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

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

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

LASC uses its Strategic Education Master Plan (SEMP), Comprehensive Work Plan, and program review to prioritize and allocate funds to support student learning programs, improvements, and innovations (1A2-01, 4A1-06, 1A3-04). All programs that are non-categorial and non-grant funded have a budget in the unrestricted general fund. Administrative services prepares a monthly budget update for the unrestricted general fund to document the College operates within its available budget (3D1-01) and to review our projections quarterly with the District (3D1-02).

Analysis and Evaluation

The District and College financial resources are sufficient to support the colleges and their programs and services. The District's reserve policy ensures that financial resources are stable and provides the District latitude to make strategic adjustments over time in response to declines in available resources. The process for allocations to the colleges is developed to support college operations and incentivize work towards equity and student success. LASC has established budget to support its programs and services and has a process in place for programs and services to request additional funds for improvement and innovation.

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

Evidence of Meeting the Standard

The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues (DIIID2-01) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections (DIIID2-02). Based on the budget development calendar (DIIID2-03), the colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 (DIIID2-04). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget" (DIIID2-05). At LASC integration of the program review process with planning and resource allocation is established in the College's Resource Allocation Handbook (1B4-03).

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

Analysis and Evaluation

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

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard
The District has a regular budget development process governed by BP 6200 (DIIID2-04). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (DIIID3-01). The District budget calendar is updated and approved by the Board annually (DIIID3-02), and budget procedures are revised regularly to comply with federal, state, and local laws (DIIID2-03). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (DIIID3-03). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

LASC's Budget Committee meets monthly with representation from all College constituent groups, whose charge is to make recommendations on College budget development available resources, and processes (4B5-06).

Analysis and Evaluation
The District and Colleges have processes for financial planning and budget development that are widely known and understood by constituents. The District ensures input from its constituents through its District Budget Committee. LASC ensures input from its constituents through its Budget Committee. Information is distributed widely through these two Committees.

Fiscal Responsibility and Stability
4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard
Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures and reserves at the District-level (DIIID4-01). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level (DIIID4-02, DIIID4-03, DIIID4-04). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost control at the college level (DIIID4-05, DIIID4-06). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process (DIIID4-07, DIIID4-08). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement (DIIID4-09).

The District also provides the Board Budget and Finance Committee with five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-10). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF (DIIID4-11). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements (DIIID4-12, DIIID4-

13). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (DIIIA1-17, DIIID4-14). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (DIIID4-15). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

Analysis and Evaluation
Accurate and detailed information is provided at the District and College levels regarding ongoing and anticipated financial commitments. This provides realistic expectations of fiscal resources that have been available in the past, are currently available, and are expected in the future to support institutional plans and goals.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard
The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model (DIIID1-01). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources (DIIID4-05, DIIID4-11). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff (DIIID2-03). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (DIIID5-01, DIIID5-02). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (DIIID5-03, DIIID5-04). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process (DIIID5-05, DIIID5-06).

Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies (DIIID5-07). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the

expenditure (DIIID5-08, DIIID5-09). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (DIIID5-10). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (DIIID5-11, DIIID5-12).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources (DIIID5-13). The Board established and regularly updates board policies which address financial management and internal control structures (DIIID5-14). The recent policy review has aligned District policies with the Community College League model policies.

All contractual agreements made are consistent with BP and AP 6340 (DIIID5-15), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing (DIIID5-16) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 (DIIID5-17) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (DIIID5-18, DIIID5-19).

Analysis and Evaluation
The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Vice Chancellor, Chief Financial Officer/Treasurer, and Colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard
The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (DIIID2-03), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated

annually (DIIID6-01 see pg. 12). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (DIIID3-01, DIIID5-06). The annual budget is presented to the District Budget Committee (DIIID6-02), the Board Budget and Finance Committee (DIIID6-03), and to the full Board for approval (DIIID6-04 see pg. 9). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (DIIID6-05). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls (DIIID6-06, DIIID6-07, DIIID6-08, DIIID6-09).

To ensure transparency to its constituents, LASC provides its detailed budget annually to its Budget Committee members (3D6-01, 3D6-02). Additionally, the College holds regularly a Budget and Enrollment Summit to promote long-term fiscal sustainability (1A2-03) and provides monthly updates on the College's fiscal recovery plan and budgeting processes through the College's Comprehensive Work Plan (4A1-06).

Analysis and Evaluation
The allocation of funds follows an approved process that is transparent to the Board, the District and the Colleges. It allows colleges to achieve stated goals and accurately reflects organizational spending. Thirty years of unqualified and unmodified audits demonstrates a high level of integrity in financial practices across the District. College Foundations submit annual audits to the CFOs office.

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard
Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (DIIID7-01), Board of Trustees (DIIID7-02 see pg. 7) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure any findings are addressed in a timely manner (DIIID6-09). External auditors review progress of corrective actions annually (DIIID7-03 see pg. 148).

Analysis and Evaluation
LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee. LASC provides its Budget Committee with budget information and fiscal conditions at its monthly meetings (3D6-01).

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (DIIID8-01). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (DIIID6-09). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer (DIIID6-09).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit (DIIID8-02). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiency. These evaluations have resulted in recommendations for improvement and corrective actions (DIIID6-06, DIIID6-07, DIIID6-08). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocates hours to conduct these evaluations.

Analysis and Evaluation

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and take steps necessary to improve areas of weakness noted. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are evaluated and reviewed annually.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

LACCD Administrative Procedure on Reserves, AP 6305 (DIIID9-01) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years (DIIID9-02, DIIID9-03, DIIID9-04).

To monitor cash flow, the District conducts regular reviews of cash-flow (DIIID9-05). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (DIIID9-06, DIIID9-07). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of District fiscal and business processes. The District has established accountability at the College level through its Debt Policy (Policy) to ensure that all Colleges and the ESC are operating within its budget. If a College spends beyond its allocated budget, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability (DIIID9-08).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately $4.95 million. (DIIID9-09 see pg. 52).

Coverage types, limits, and deductibles are regularly evaluated, and insurance is procured to a level that meets or exceeds the financial, statutory, and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes (DIIID9-10). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.

The District's broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to Board Policy 6540 (DIIID9-11). Funding is through Districtwide accounts.

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds. (DIIID9-12).

Analysis and Evaluation
The District carries several types of reserves totaling between 17% and 21% in any given year for the past five years. These reserves are sufficient to cover needs for emergencies and provide adequate cash flow for all operations. The District is self-insured for up to $1 million and has procured adequate types of insurance coverage required by regulatory agencies.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation (DIIID2-04); BP 6250 Budget Management (DIIID10-01); BP 6300 Fiscal Management (DIIID5-07); BP 6400 Financial Audits (DIIID10-02); BP 6410 District Audit Charter (DIIID5-17). Collectively, these policies and procedures ensure that financial activities are based on standard practice, within state compliance, and procedures provided by the California Community Colleges Chancellor's Office. Compliance audits test various state reporting requirements and ensure that the District is reporting information to the state accurately. The District has not had any compliance findings in the last several years.

BP 5130 (DIIID10-03) and AP 5130 Financial Aid (DIIID10-04) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit (DIIID10-05).

BP 3280 Grants (DIIID10-06) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations (DIIID10-07). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (DIIID10-08). This staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts (DIIID10-09). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (DIIID10-10). Each College Foundation also completed annual external audits and submits the audit to the District and State of California (3D10-01).

Analysis and Evaluation

LACCD has established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its Colleges has a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems.

Liabilities

11. **The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future**

obligations.

Evidence of Meeting the Standard

The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis (DIIID4-10) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-08). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (DIIID11-01, DIIID11-02). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (DIIID11-03). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (DIIID11-04).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (DIIID11-05 see pgs. 17-18). The District performs actuarial evaluations every two years to assess current OPEB liability (DIIID11-06).

Analysis and Evaluation

The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

12. **The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust

annually at a rate of approximately 1.92% percent of the total full-time salary expenditures of the District (DIIID12-01, DIIID12-02). Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million (DIIID12-01, DIIID12-02). The District makes an annual contribution of $7 million to cover the costs of these benefits (DIIID12-01, DIIID12-02).

Analysis and Evaluation
The District regularly reviews its OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually.

13. **On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

The District does not currently have any locally incurred debt.

14. **All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

Evidence of Meeting the Standard
Board Policy 6307 Debt Issuance and Management (DIIID14-01) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 Billion began in 2001 (DIIID14-02); Prop AA for $980 million began in 2003 (DIIID14-03); Measure J for $3.5 Billion began in 2008 (DIIID14-04) and Measure CC for $3.3 Billion in 2016 (DIIID14-05). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across the District. Board Policy 6740 (DIIID14-06) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (DIIID14-07). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 (DIIID14-08). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (DIIID14-09, DIIID14-10).

Grants and categorical programs are also included in the District's external audit process (DIIID14-11 see pgs. 71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (DIIID10-10).

The Colleges have various auxiliary entities including community services, facility rentals, campus bookstores, food services, and child development centers. These operations are reviewed with the CFO at the College quarterly financial status meetings (3D1-02).

Analysis and Evaluation
The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditures are audited annually to ensure adherence to regulatory requirements. Financial operations of auxiliary organizations are reviewed quarterly with the CFO.

15. **The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard
Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (DIIID15-01). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (DIIID15-02). Reconciliation is performed jointly by the College, CFAU and District Accounting (DIIID15-03). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

As noted in Section F, the College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in offering financial assistance programs. Board Policy 5130 Financial Aid states that "all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements" (CP-14). The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the College equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by Los Angeles Southwest College's Financial Aid Office. As a result of the pandemic and a temporary pause in federal loan repayments, the Los Angeles Southwest College default rate is at zero percent. In 2019, the year prior to the pandemic, the College's default rate was 10.2 percent (CP-15). There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Analysis and Evaluation
The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure that compliance with Federal regulations.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect (DIIID16-01, DIIID16-02, DIIID16-03, DIIID16-04, DIIID16-05, DIIID16-06).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (DIIID16-07). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

Analysis and Evaluation

LACCD has processes and procedures in place to ensure that contractual agreements are consistent with the institution's mission and goals, with prescribed appropriate controls over contracts that can be changed or terminated and are managed to assure federal guidelines are met.

Conclusions on Standard III.D: Fiscal Resources

Planning - The LACCD has thorough and transparent processes for planning the financial resources needed to fund its Colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee (DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds is done with integrity and transparency so that all constituents understand the process and outcomes of the financial planning. Planning is done both short-term (annually) and projected out for five years on an annual basis.

Fiscal Responsibility and Stability – the District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. This results in credible, accurate, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement, this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound – annual reserves = 6.5% general reserve and 3.5% contingency reserve; with other reserves included, LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to $1 million and then carries a variety of additional insurance coverage. The managing of financial aid, grants, and auxiliary funds is a duo responsibility of District staff and College staff.

Contractual Agreements – the LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Sound policies and procedures guide the strong fiscal health of the LACCD.

Evidence List Standard III.D

Standard III.D.1
1A2-01_20212026SEMP
1A3-04_Fa20PRRsrcReq
4A1-06_CompWorkPlan
3D1-01_LASCMonthlyProjectionReport
3D1-02_LASC2ndQtrEnrlBudgetRev
DIIID1-01_AllocationModel
DIIID1-02_AllocModelTimeline
DIIID1-03_DBC_Minutes51519
DIIID1-04_AP6305
DIIID1-05_FramewkRacEquity
DIIID1-06_2122CentAccounts
DIIID1-07_SpecFundsFY21

Standard III.D.2
1B4-03_ResourceAllocHandbk
DIIID2-01_MayRevise2122
DIIID2-02_DBCAgenda81121
DIIID2-03_BudgetDevCalendar
DIIID2-04_BP6200
DIIID2-05_FY2122_FinalBudget
DIIID2-06_2122PropFinalBud
DIIID2-07_BOTMin90121pg20

Standards III.D.3
4B5-06_BudgetCommAgrmnt
DIIID2-03_BudgetDevCalendar
DIIID2-04_BP_6200
DIIID3-01_22BudOpPlanInstr
DIIID3-02_BOTmins100720pg12
DIIID3-03_GovSurvey2021

Standard III.D.4
DIIIA1-17_C1121ClassStaff
DIIID4-01_BudFinCmt050921

DIIID4-02 _MonthCycExp
DIIID4-03_MonthExp22per03
DIIID4-04 _MonthCycExpReports
DIIID4-05_TechReview2122
DIIID4-06_DBCMin051320
DIIID4-07_AccountMeas70820
DIIID4-08_5yrFinForecast61621
DIIID4-09_FisAccountProcess2021
DIIID4-10_5yrFinForedetail21
DIIID4-11_CollFinPlan2122
DIIID4-12 _3rdQtrEnrollPlan2021
DIIID4-13_3rdQtrEnrollProj2021
DIIID4-14_HRFormAcadStaffReq
DIIID4-15_ClassHiringApproval

Standard III.D.5
DIIID1-01_AllocationModel
DIIID2-03_BudgetDevCalendar
DIIID4-05_TechReview2122
DIIID4-11_CollFinPlan2122
DIIID5-01_DBCAgenda011321
DIIID5-02_BudFinCmtMins012021
DIIID5-03_DBCAgenda031021
DIIID5-04_BudFinCmt031721
DIIID5-05_Bud OpPlanInstr
DIIID5-06_PBFWrkshp2122
DIIID5-07_BP6300
DIIID5-08_InsuffBudControl1
DIIID5-09_InsuffBudControl2
DIIID5-10_JournalVoucher
DIIID5-11_MonthCycExpMemo
DIIID5-12_0921_MonthlyCyc
DIIID5-13_DBCAgenda101321
DIIID5-14_BudFinAgenda102021
DIIID5-15_BPAP6340
DIIID5-16_BPAP6330
DIIID5-17_BP6410
DIIID5-18_BudFinCmt061621
DIIID5-19_IntAuditUpdate

Standard III.D.6
1A2-03_ BudgetEnrollSummit
4A1-06_CompWorkPlan

DIIID2-03_BudgetDevCalendar
DIIID3-01_22BudOpPlanInstr
DIIID5-06_PBFWrkshp2122
3D6-01_BdgtMinutes90222
3D6-02_LASCBudget20-21
DIIID6-01_BOTMins100720pg12
DIIID6-02_DBCMins081121
DIIID6-03_BudFinCmtMin81821
DIIID6-04_BOTAgenda090121pg9
DIIID6-05_LACCDFinAudit63020
DIIID6-06_LAHCPayAudit13120
DIIID6-07_LASC_CDCAudit43019
DIIID6-08_LATTCCALCard13121
DIIID6-09_ExtAudCAP1920

Standard III.D.7

3D6-01_BdgtMinutes90222
DIIID6-09_ExtAudCAP1920
DIIID7-01_BudFinCmt120220
DIIID7-02_BOTMins030321pg7
DIIID7-03_FinAudit063020pg148

Standard III.D.8

DIIID6-06_LAHCPayAudit13120
DIIID6-07_LASC_CDCAudit43019
DIIID6-08_LATTCCALCard13121
DIIID6-09_ExtAudCAP1920
DIIID8-01_BudFinCmtMins061621
DIIID8-02_IntAuditPlan2122

Standard III.D.9

DIIID9-01_AP6305
DIIID9-02_CCFS311Q_093019
DIIID9-03_CCFS311Q_123120
DIIID9-04_CCFS311_2021
DIIID9-05_Fund1_CashFlow
DIIID9-06_MoodysAaa2020
DIIID9-07_S&PRating
DIIID9-08_DBCAgenda060921
DIIID9-09_DistrAudit19/20pg53
DIIID9-10_PlacementInsurance
DIIID9-11_BP6540
DIIID9-12_REQFORWARRANT

Standard III.D.10
DIIID2-04_BP6200
DIIID5-07_BP_6300
DIIID5-17_BP6410
3D10-01_LASCFaudit
DIIID10-01_BP5130
DIIID10-02_BP6400
DIIID10-03_BP5130
DIIID10-04_AP5130
DIIID10-05_ExtFinAud063021
DIIID10-06_BP3280
DIIID10-07_UniformGrantGuide
DIIID10-08_ProgAccountants
DIIID10-09_IESSFdn102020
DIIID10-10_FdnRpt20

Standard III.D.11
DIIID4-08_5yrFinForecast61621
DIIID4-10_5yrFinForedetail21
DIIID11-01_FinStateReview
DIIID11-02_AccountPolicies
DIIID11-03_Load_Banking21
DIIID11-04_LoadBankAcct
DIIID11-05_Ext_Audit_pgs17-18
DIIID11-06_OPEBReport40621

Standard III.D.12
DIIID12-01_OPEBTrust63021
DIIID12-02_OPEBAsset

Standard III.D.13
The District does not currently have any locally incurred debt.

Standard III.D.14
3D1-02_2ndQtrBudgetRvw
DIIID10-10_FdnRpt20
DIIID14-01_BP6307
DIIID14-02_BOTPropA12062000
DIIID14-03_BOTMinsPropAA03
DIIID14-04_BOTMeasJ042308
DIIID14-05_BOTMeasCC072016
DIIID14-06_BP6740
DIIID14-07_DOCMins101521

DIIID14-08_BP6600
DIIID14-09_BondPerfFY1920
DIIID14-10_BondFinAudit1819
DIIID14-11_ExtAudpgs71-155

Standard III.D.15
CP-14_BP5130
CP-15_DefaultRate
DIIID15-01_StudentLoanDefault
DIIID15-02_FinAidAccntProc
DIIID15-03_FAReconc102121

Standard III.D.16
DIIID16-01 AP 6100
DIIID16-02 AP 6150
DIIID16-03 AP 6330
DIIID16-04 AP 6340
DIIID16-05_AP6365
DIIID16-06 AP 6370
DIIID16-07_BOTMins090121