
IV.C. GOVERNING BOARD

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER7)

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction (IV.C.1-1).

Evidence of Meeting the Standard:

- a. The Board sets policies and monitors the Colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations (IV.C.1-2),(IV.C.1-3),(IV.C.1-4).
- b. In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation (IV.C.1-5),(IV.C.1-6).
- c. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability (IV.C.1-7).
- d. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement (IV.C.1-8 through IV.C.1-12).
- e. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellor's Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings (IV.C.1-13 through IV.C.1-17).

Analysis and Evaluation:

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

LIST OF EVIDENCE

- IV.C.1-1 [Board Rule 2100](#)
- IV.C.1-2 [Board Rule 2300-2303](#)
- IV.C.1-3 [Chancellor Directives, 8/3/2015](#)
- IV.C.1-4 [Administrative Regulations, 8/3/2015](#)
- IV.C.1-5 [Board Rule 2305-2315](#)
- IV.C.1-6 [Revised Board Rule 6300](#)
- IV.C.1-7 [Board Rule 2604-2607.15](#)
- IV.C.1-8 [BOT Agenda & Minutes – 2/9/2011](#)
- IV.C.1-9 [BOT Agenda & Minutes – 3/7/2012](#)
- IV.C.1-10 [BOT Agenda & Minutes – 4/3/2013](#)
- IV.C.1-11 [BOT Agenda & Minutes – 4/23/2014](#)
- IV.C.1-12 [BOT Agenda & Minutes – 1/14/2015](#)
- IV.C.1-13 [BOT Agenda & Minutes – 11/2/2011](#)
- IV.C.1-14 [BOT Agenda & Minutes – 11/7/2012](#)
- IV.C.1-15 [BOT Agenda & Minutes – 11/6/2013](#)
- IV.C.1-16 [BOT Agenda & Minutes – 5/14/2014](#)
- IV.C.1-17 [BOT Agenda & Minutes – 4/15/2015](#)

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Evidence of Meeting the Standard:

- a. The Board’s commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees “*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings*” (IV.C.2-1).
- b. Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their

views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements (IV.C.2-2).

Analysis and Evaluation:

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.2-1 [Board Rule 2300.10](#)

IV.C.2-2 [2012-2015 BOT Minutes Consent Items Discussions](#)

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard:

Selection of Chancellor

- a. The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process (IV.C.3-1),(IV.C.3-2).
- b. The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all Colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor (IV.C.3-3), (IV.C.3-4),(IV.C.3-5).
- c. The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013 to March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014 (IV.C.3-6),(IV.C.3-7),(IV.C.3-8).

Evaluation of Chancellor

- d. The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process (IV.C.3-9).
- e. **Chancellor's Directive 122 Evaluation of the Chancellor** indicates that the Board may solicit input from various constituents, typically including the College presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals (IV.C.3-10),(IV.C.3-11).
- f. Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel (IV.C.3-12).

Selection of College Presidents

- g. The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches (IV.C.3-13).
- h. Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015 (IV.C.3-14), (IV.C.3-15).
- i. Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.
- j. After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates (IV.C.3-16).

Evaluation of College Presidents

- k. As detailed in Chancellor's Directive 122, contracts for College presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the College president (IV.C.3-9),(IV.C.3-17).
- l. The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation (IV.C.3-18).

Analysis and Evaluation:

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including College presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.3-1 [HR R-110](#)
- IV.C.3-2 [BOT Agenda, BT6, Chancellor search – 5/1/2013](#)
- IV.C.3-3 [Chancellor Profile Development Announcement – 5/9/2013](#)
- IV.C.3-4 [Chancellor Job Description – 5/2013](#)
- IV.C.3-5 [Chancellor Selection Timeline – 5/2013](#)
- IV.C.3-6 [Chancellor Search Announcement – 5/1/2013](#)
- IV.C.3-7 [Chancellor Selection closed Board session agendas 2013-2014](#)
- IV.C.3-8 [Los Angeles Times Article – 3/13/2014](#)
- IV.C.3-9 [Chancellor’s Directive 122](#)
- IV.C.3-10 [Chancellor Evaluation Data Collection Form – 12/5/2007](#)
- IV.C.3-11 [Blank Chancellor Evaluation Form](#)
- IV.C.3-12 [BOT Agendas, Chancellor Evaluation Closed Sessions – 11/19/2014 – 6/13/2015](#)
- IV.C.3-13 [Board Rule 10308](#)
- IV.C.3-14 [HRD1 Board Resolution – 6/25/2014](#)
- IV.C.3-15 [HRD1 Board Resolution – 6/24/2015](#)
- IV.C.3-16 [BOT Closed Agendas President Selection – 5/2010 – 6/2015](#)
- IV.C.3-17 [Performance Evaluation Process for College Presidents](#)
- IV.C.3-18 [BOT Closed Agendas President Evaluations – 8/2010 – 6/2014](#)

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items (IV.C.4-1), (IV.C.4-2).

Evidence of Meeting the Standard:

- a. Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or

designee, monitors, supports, and opposes local, state and national legislation to “...protect and to promote the interests of the Los Angeles Community College District.” (IV.C.4-3), (IV.C.4-4).

- b. The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight (IV.C.4-5).
- c. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014) (IV.C.4-6).
- d. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters (IV.C.4-7).
- e. Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine Colleges in addition to the District office. This practice helps broaden Board members’ perspectives on Colleges’ diversity and the educational quality issues affecting individual Colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations (IV.C.4-8),(IV.C.4-9).
- f. Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor’s Office (IV.C.4-10).
- g. The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College’s Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students (IV.C.4-11), (IV.C.4-12).
- h. The Board engages in advocacy efforts on behalf of the District in particular, and community Colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students (IV.C.4-13), (IV.C.4-14), (IV.C.4-15).

Analysis and Evaluation:

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and College operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the Colleges and District in the face of external pressure. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.4-1 [Board Rule 2101-2102](#)
- IV.C.4-2 [Board Rule 21001.13](#)
- IV.C.4-3 [Board Rule 2300](#)
- IV.C.4-4 [Board Rule 1200-1201](#)
- IV.C.4-5 [Board Rule 2605.11](#)
- IV.C.4-6 [BOT Ad Hoc Committees, 8/4/2015](#)
- IV.C.4-7 [Board letters, 2013-2015](#)
- IV.C.4-8 [BOT Minutes, Public Agenda Speakers – 2015](#)
- IV.C.4-9 [BOT Minutes, Educational Quality Speakers – 2015](#)
- IV.C.4-10 [Screenshot of Public Inquiry Email to Board President](#)
- IV.C.4-11 [Board Rule 3002-3003.30](#)
- IV.C.4-12 [BOT Minutes, VKC and Farm – 10/15/2011 and 4/29/2015](#)
- IV.C.4-13 [Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/2014](#)
- IV.C.4-14 [BOT Agendas, Legislative Advocacy, 2015](#)
- IV.C.4-15 [BOT Minutes, 2015-2016 Federal Legislative Priorities, 8/19/2015](#)

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Evidence of Meeting the Standard:

Educational Quality, Integrity and Improvement

- a. The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "*...our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement.*" (IV.C.5-1),(IV.C.5-2).
- b. Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for Program Review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1),(IV.C.5-3).
- c. The Board's Institutional Effectiveness and Student Success (IESS) Committee "*...fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate.*" (IV.C.5-4).
- d. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and Mission Statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8), (IV.C.5-5).

Ensuring Resources

- e. The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11) (IV.C.5-6 through IV.C.5-9).
- f. The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers

and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs (IV.C.5-10).

Financial Integrity and Stability

- g. The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5) (IV.C.5-4).
- h. The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends (IV.C.5-11), (IV.C.5-12), (IV.C.5-13).
- i. Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board (IV.C.5-14), (IV.C.5-15).
- j. The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability (IV.C.5-16), (IV.C.5-17).
- k. The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District (IV.C.5-18).

Legal Matters

- l. The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations (IV.C.5-19),(IV.C.5-20).

Analysis and Evaluation:

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.5-1 [Board Rule 2300-2303.16 and 2305](#)
- IV.C.5-2 [Board Rule 1200](#)
- IV.C.5-3 [BR Ch. VI, Articles I-VIII, Instruction](#)
- IV.C.5-4 [Board Rule 2605.11](#)
- IV.C.5-5 [Board Rule 2314](#)
- IV.C.5-6 [Board Rule 2036 and 7600-7606](#)
- IV.C.5-7 [LACCD Budget Development Calendar](#)
- IV.C.5-8 [2015-2016 Final Budget](#)
- IV.C.5-9 [District Budget Allocation Mechanism Amendment – 6/3/2012](#)
- IV.C.5-10 [LPA minutes, July 2014-June 2015](#)
- IV.C.5-11 [Board Rule 7608](#)
- IV.C.5-12 [BFC minutes, Quarterly Reports, 11/2014 – 5/2015](#)
- IV.C.5-13 [BFC Agendas – 2014 through 2015](#)
- IV.C.5-14 [2015-2016 Final Budget, Appendix F, Reserve Policy, page 3](#)
- IV.C.5-15 [BOT Agendas Approval of Contingency Reserves – 7/9/2014 and 8/5/2015](#)
- IV.C.5-16 [BOT agenda BF2 – 10/9/2013](#)
- IV.C.5-17 [BFC Minutes – 6/11/2014, 2/11/2015 and 9/6/2015 and BOT agenda regarding College Financial Requests – 8/5/2015](#)
- IV.C.5-18 [ACCJC Letter – 2/2/2014](#)
- IV.C.5-19 [BOT Closed Session Agenda on Legal Issues](#)
- IV.C.5-20 [Board Rule 4001](#)

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Evidence of Meeting the Standard:

- a. Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules (IV.C.6-1),(IV.C.6-2),(IV.C.6-3).
 - **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
 - **Article II – Officers** – delineates the office of president, Vice President, president pro tem, and secretary of the Board.
 - **Article III – Duties of the Board of Trustees** – includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation,

disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.

- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.
- **Article VII – Use of Flags** – provisions thereof.
- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.
- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation:

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.6-1 [Screenshot of Board Rules Online](#)
- IV.C.6-2 [Board Rule 2100 – 2902](#)
- IV.C.6-3 [Board Rule 21000 – 21010](#)

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard:

- a. In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes (IV.C.7-1),(IV.C.7-2).

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- b. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat (IV.C.7-3).
 - c. The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards (IV.C.7-4), (IV.C.7-5).
 - d. The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g. Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division (IV.C.7-6), (IV.C.7-7), (IV.C.7-8).
 - e. Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website (IV.C.7-9), (IV.C.7-10).
 - f. During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations (IV.C.7-11), (IV.C.7-12).
 - g. As noted in item 'd' above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website (IV.C.7-13).

Analysis and Evaluation:

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.7-1 [Board Rule 2400-2400.13](#)
- IV.C.7-2 [Board Rule 2402-2404](#)
- IV.C.7-3 BOT Agenda [6/13/2015](#) and [6/18/2015](#)
- IV.C.7-4 [Chancellor's Directive 70](#)
- IV.C.7-5 [Board Rule 2418](#)
- IV.C.7-6 [Administrative Regulation C-12](#)
- IV.C.7-7 [Board Rule Review Schedule 2015](#)
- IV.C.7-8 [Administrative Regulations Review Schedule 2015](#)
- IV.C.7-9 [Admin Regulations Rev Form Template](#)
- IV.C.7-10 [E-97 Review and Comment](#)
- IV.C.7-11 [Admin Regulations Review Schedule – 2015](#)
- IV.C.7-12 [E-110 Confirmed Review – 4/22/2015](#)
- IV.C.7-13 [Board Rule 6700 Consultation Memo and BOT Agenda Notice – 5/5/2015](#)

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard:

- a. The Institutional Effectiveness and Student Success Committee *“fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters”* and fulfills its charge to *“review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.”* Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval (IV.C.8-1).
- b. The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District (IV.C.8-2 through IV.C.8-16).
- c. The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared

students district-wide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students (IV.C.8-17), (IV.C.8-11).

- d. The Board annually reviews student awards and transfers to four-year colleges and universities (IV.C.8-18 through IV.C.8-21).
- e. The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District (IV.C.8-22),(IV.C.8-23).
- f. In spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status (IV.C.8-24).
- g. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes (IV.C.8-13), (IV.C.8-25), (IV.C.8-26).
- h. In fall 2015, the Board revised Board Rule 6300 to expressly affirm the District's commitment to integrated planning in support of institutional effectiveness (IV.C.8-27).

Analysis and Evaluation:

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.8-1	<u>Board Rule 2605.11</u>
IV.C.8-2	<u>IESS Minutes and PowerPoint – 6/24/2015</u>
IV.C.8-3	<u>IESS Agenda – 12/17/2014</u>
IV.C.8-4	<u>IESS Minutes – 11/19/2014</u>
IV.C.8-5	<u>IESS Minutes – 9/17/2014</u>
IV.C.8-6	<u>IESS Minutes – 1/29/2014</u>
IV.C.8-7	<u>IESS Minutes – 12/4/2013</u>
IV.C.8-8	<u>IESS Minutes – 11/20/2013</u>
IV.C.8-9	<u>BOT Agenda and PowerPoint – 9/2/2015</u>
IV.C.8-10	<u>BOT Agenda and DAS Board Meeting Notes – 8/19/2015</u>
IV.C.8-11	<u>BOT Agenda and PowerPoint – 5/13/2015</u>

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- IV.C.8-12 [BOT Agenda – 4/15/2015](#)
 - IV.C.8-13 [BOT Agenda – 3/11/2015](#)
 - IV.C.8-14 [BOT Agenda – 1/28/2015](#)
 - IV.C.8-15 [BOT Minutes – 8/20/2014](#)
 - IV.C.8-16 [BOT Agenda, CH1 – 2/26/2014](#)
 - IV.C.8-17 [IESS Agenda and Underprepared Students PowerPoint – 6/11/2014](#)
 - IV.C.8-18 [IESS Agenda – 1/29/2014](#)
 - IV.C.8-19 [IESS Minutes – 3/26/2014](#)
 - IV.C.8-20 [District Certificate report and Degree Reports – 3/26/2014](#)
 - IV.C.8-21 [Certificates Attached to Degrees, Summary by College – 4/29/2014](#)
 - IV.C.8-22 [2014 Student Survey Question 25 and results](#)
 - IV.C.8-23 [IESS Minutes & Student Survey Results PowerPoint – 5/27/2015](#)
 - IV.C.8-24 [BOT Agenda and PowerPoint – 6/10/2015](#)
 - IV.C.8-25 [BOT Minutes – 3/28/2013](#)
 - IV.C.8-26 [IESS Minutes – 9/25/2013](#)
 - IV.C.8-27 [BOT Agenda](#) (page 126)

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard:

Board Development

- a. The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015 (IV.C.9-1), (IV.C.9-2).
- b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation (IV.C.9-3), (IV.C.9-4).
- c. A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives (IV.C.9-5 through IV.C.9-14).

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- d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development (IV.C.9-15).
 - e. Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11) (IV.C.9-16), (IV.C.9-17).

Continuity of Board Membership

- f. Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015) (IV.C.9-18), (IV.C.9-19), (IV.C.9-20).
- g. Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A district-wide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X (IV.C.9-21), (IV.C.9-22).

Analysis and Evaluation:

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.9-1	Board Rule 2105
IV.C.9-2	Student Trustee Orientation Procedures
IV.C.9-3	BOT Orientation Agenda and Packet – 6/4/2015
IV.C.9-4	BOT Orientation Agenda and Packet – 6/18/2015

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- IV.C.9-5 [BOT Agenda, Minutes & Handouts – 1/20/2010](#)
 - IV.C.9-6 [BOT Agenda and Minutes – 12/10/2010 – 12/11/2010](#)
 - IV.C.9-7 [BOT Agenda, Minutes & Handouts – 8/25/2011 through 8/26/2011](#)
 - IV.C.9-8 [BOT Agenda, Minutes & Handouts – 4/19/2012](#)
 - IV.C.9-9 [BOT Agenda and Minutes – 9/24/2012](#)
 - IV.C.9-10 [BOT Agenda and Minutes – 11/13/2012](#)
 - IV.C.9-11 [BOT Minutes and Action Improvement Plan – 3/19/2013](#)
 - IV.C.9-12 [BOT Minutes & Handouts – 10/22/2013](#)
 - IV.C.9-13 [BOT Agenda, Minutes & Handouts – 8/23/2014](#)
 - IV.C.9-14 [BOT Agenda, Minutes & Handouts – 2/10/2014](#)
 - IV.C.9-15 [Board Rule 2300.10-2300.11](#)
 - IV.C.9-16 [BOT Agenda and Minutes – 11/19/2014 and 5/13/2015](#)
 - IV.C.9-17 [BOT ACCJC Training Certificates – 2012](#)
 - IV.C.9-18 [Board Rule 2103](#)
 - IV.C.9-19 [BOT Minutes – 4/11/2007](#)
 - IV.C.9-20 [BOT Agenda – 3/11/2015](#)
 - IV.C.9-21 [Board Rule 2102](#)
 - IV.C.9-22 [Board Rule 21000](#)

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard:

- a. In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan (IV.C.10-1).
- b. The Board has regularly sought specialized expertise in conducting its self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards (IV.C.10-2).

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- c. In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument (IV.C.10-3),(IV.C.10-4).
 - d. Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness.” (IV.C.10-5).
 - e. The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness (IV.C.10-6).
 - f. The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard (IV.C.10-7 through IV.C.10-12).

Analysis and Evaluation:

The Board’s self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board’s self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.10-1 [Board Rule 2301.10](#)
- IV.C.10-2 [Jose Leyba Biography](#)
- IV.C.10-3 [BOT Agenda and Minutes – 5/13/2015](#)
- IV.C.10-4 [BOT Self-Evaluation 2015 Plan of Action – 5/13/2015](#)
- IV.C.10-5 [BOT 2015 Self-Assessment Tool](#)
- IV.C.10-6 [BOT Agenda and Minutes, Handouts & PowerPoint – 6/13/2015](#)
- IV.C.10-7 [BOT Minutes and Handouts – 3/13/2014](#)

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- IV.C.10-8 [BOT Minutes – 2/6/2013 and 3/19/2013](#)
 - IV.C.10-9 [BOT Evaluation Comparison Summary Report 2012-2013, 2/2013](#)
 - IV.C.10-10 [BOT Actionable Improvement Plan – 3/19/3013](#)
 - IV.C.10-11 [BOT Agenda and Minutes – 2/21/2012](#)
 - IV.C.10-12 [BOT Agenda, Minutes and Handouts – 1/20/2010](#)

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement (IV.C.11-1).

Evidence of Meeting the Standard:

- a. Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and state or federal law (IV.C.11-2).
- b. Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9), (IV.C.11-3), (IV.C.11-4).
- c. The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center (IV.C.11-5).
- d. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict (IV.C.11-6).

Analysis and Evaluation:

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have

no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.11-1	Board Rule 14000
IV.C.11-2	Board Rule 2300.10 – 2300.11
IV.C.11-3	Trustee Ethics Certificates – 2013
IV.C.11-4	Trustee Ethics Certificates – 2015
IV.C.11-5	Board Trustees Form 700
IV.C.11-6	BOT Minutes – 12/13/2014

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rules, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard:

- a. The Board “authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.” (IV.C.12-1).
- b. The Board delegates full responsibility to the Chancellor and recognizes “*that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.*” (IV.C.12-2).
- c. The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed (IV.C.12-3), (IV.C.12-4).
- d. To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting (IV.C.12-5), (IV.C.12-6).
- e. In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor

in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3), (IV.C.12-7), (IV.C.12-8), (IV.C.12-9).

Analysis and Evaluation:

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “...*the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and] ...the importance of using official channels of communication through the Chancellor or assigned designee.*” (IV.C.12-10).

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.

LIST OF EVIDENCE

- IV.C.12-1 [Board Rule 2902](#)
- IV.C.12-2 [Board Rule 2300.10](#)
- IV.C.12-3 [Board Functional Area Map – 2015](#)
- IV.C.12-4 [Chancellor Functional Area Map – 2015](#)
- IV.C.12-5 [BOT Info Request Tracking Document](#)
- IV.C.12-6 [Board Letter – 5/27/2015](#)
- IV.C.12-7 [Chancellor’s Job Description – 5/2013](#)
- IV.C.12-8 [Chancellor’s Directive 122](#)
- IV.C.12-9 [BOT Closed Agendas Chancellor Evaluation 11/2014 – 6/2015](#)
- IV.C.12-10 [Spring 2013 Evaluation Team Report and June 2013 ACCJC Letter](#)

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges’ accreditation reports and policy-making to support colleges’ efforts to improve and excel.

Evidence of Meeting the Standard:

- a. To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication Guide to Accreditation for Governing Boards, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online Accreditation Basics training within three months of entering office (see Standard IV.C.9), (IV.C.13-1), (IV.C.13-2), (IV.C.13-3).
- b. The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation (IV.C.13-4), (IV.C.13-5).
- c. In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee (IV.C.13-6).
- d. During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Self-Evaluation reports in the fall 2015 semester (IV.C.13-7).
- e. The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports (IV.C.13-8 through IV.C.13-14).
- f. In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure (IV.C.13-15), (IV.C.13-16).
- g. Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on District-wide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015 (IV.C.13-17), (IV.C.13-18), (IV.C.13-19).
- h. In addition to its IESS committee, the Board reviews and approves all accreditation reports (IV.C.13-20).
- i. The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities (IV.C.13-21).

Analysis and Evaluation:

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.13-1	<u>BOT Accreditation Training Minutes – 11/3/2012</u>
IV.C.13-2	<u>BOT Accreditation Training Minutes – 10/22/2013</u>
IV.C.13-3	<u>BOT Accreditation Training Minutes – 12/10/2014</u>
IV.C.13-4	<u>Revised Board Rule 6300</u>
IV.C.13-5	<u>BOT Minute – 12/11/2013, page 4</u>
IV.C.13-6	<u>Accreditation Ad Hoc Committee Agendas – 2014</u>
IV.C.13-7	<u>IESS Committee Minutes – 12/9/2014, 12/11/2014, and 2/2/2015</u>
IV.C.13-8	<u>IESS Committee Agendas – 2013 through 2015</u>
IV.C.13-9	<u>IESS Accreditation Update PowerPoint – 11/19/2014</u>
IV.C.13-10	<u>IESS Accreditation Recap PowerPoint – 2/25/2015</u>
IV.C.13-11	<u>IESS Accreditation Update PowerPoint – 3/25/2015</u>
IV.C.13-12	<u>IESS Accreditation Update PowerPoint – 4/29/2015</u>
IV.C.13-13	<u>IESS Accreditation Update PowerPoint – 6/24/2015</u>
IV.C.13-14	<u>IESS Committee Minutes for 2014-2015</u>
IV.C.13-15	<u>IESS Minutes – 8/21/2013</u>
IV.C.13-16	<u>BOT Minutes – 6/11/2014</u>
IV.C.13-17	<u>COW PowerPoint – 4/29/2015</u>
IV.C.13-18	<u>BOT Minutes – 8/22/2012</u>
IV.C.13-19	<u>BOT Accreditation Update PowerPoint – 1/28/2015</u>
IV.C.13-20	<u>BOT Agendas – 3/12/2014, 2/11/15, and 3/11/15</u>
IV.C.13-21	<u>BOT Functional Area Map – 9/17/2015</u>