



**Los Angeles Southwest College**  
**Accreditation Follow-up Report**

*Submitted by:*

Los Angeles Southwest College

1600 West Imperial Highway

Los Angeles CA 90047

*Submitted to:*

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

**Date Submitted**

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## CERTIFICATION OF THE FOLLOW-UP REPORT

**To:** Accreditation Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Denise F. Noldon, Ph.D.  
Los Angeles Southwest College  
1600 West Imperial Highway  
Los Angeles, CA 90047

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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*Denise F. Noldon, Ph.D.* *Date*  
*Interim President*

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*Sydney K. Kamlager* *Date*  
*President, Board of Trustees, Los Angeles Community College District*

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*Francisco C. Rodriguez, Ph.D.* *Date*  
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*J. Alfred Gallegos* *Date*  
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*President, Academic Senate*

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*LASC Chapter President, AFT Faculty Guild 1521*

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*Cassandra Walker*  
*Chair, AFT College Staff Guild 1521A*

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*Terrell Richardson*  
*President, Associated Students Organization*

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## Glossary of Acronyms

Acronym	Definition/Meaning
A2RT	Accreditation Recommendation Response Team
AS	Academic Senate
ATC	Academic Technology Committee
AFT 1521A	AFT College Staff Guild Local 1521A
ASO	Associated Student Organization
BC	Budget Committee
CC	College Council
COOR	College's Office of Outreach and Recruitment
CTC	Campus Technology Committee
DEC	Distance Education Committee
ECDBC	Executive Committee of the District Budget Committee
EMPC	Educational Master Plan Committee
FPC	Facilities Planning Committee
LASC	Los Angeles Southwest College
LTP	LASC Technology Plan
PRC	Program Review Committee
SLO	Student Learning Outcomes
SLOC	Student Learning Outcomes Committee
SPC	Strategic Planning Committee

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## **Acknowledgements**

**Special thanks go out to the Mathematics Department, English Department, and Behavioral & Social Sciences Department, Associated Student Organization (ASO), AFT College Staff Guild Local 1521A (AFT 1521A), College Council (CC), Academic Senate (AS) and their shared governance committees:**

*Strategic Planning Committee (SPC)*

*Budget Committee (BC)*

*Educational Master Plan Committee (EMPC)*

*Facilities Planning Committee (FPC)*

*Campus Technology Committee (CTC)*

*Distance Education Committee (DEC)*

*Program Review Committee (PRC)*

*Student Learning Outcomes Committee (SLOC)*

*Academic Technology Committee (ATC)*

### **Accreditation Recommendation Response Team 1 (A2RT-1)**

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Cassandra Walker – AFT 1521A Chapter Chair/Academic Scheduling Specialist



## Report Preparation

To meet the standards and to address deficiencies identified in the Commission action letter submitted to Los Angeles Southwest, and dated July 8, 2016, the College developed a Tri-Chair model and formed Accreditation Recommendation Response Teams (A2RT).

Invitation to join the response teams was initiated via campus wide email announcements and word of mouth. Fall 2016 Flex Day also served as a catalyst to addressing concerns from the Commission; the theme for that event was *“Accreditation: Through collaboration we can build success.”* All faculty and staff in attendance were invited to join A2RT. The Tri-Chairs model places one classified staff member, one faculty, and one administrator in charge of an A2RT. Seven response teams were formed to address each of the compliance recommendations.

On October 26, 2016 the LASC Accreditation Tri-Chairs and A2RTs met to discuss how the College would address accreditation recommendations from the Commission. Among the activities discussed at that meeting included description of an Accreditation Recommendation Action Plan template that A2RTs would use to collect information about how the College was addressing deficiencies identified by the Commission; instruction on how to collect and the process for storing evidence; a timeline for completion accreditation activities was also reviewed and discussed. A second – major – Tri-Chairs/A2RT meeting was held on December 12, 2016, but A2RTs were mostly independent in their collection of evidence. Subsequent Tri-Chairs/A2RT meetings were held for accreditation update purposes.

The Los Angeles Southwest College Follow-up Report was prepared by the A2RTs; the Dean of Institutional Advancement was responsible for collating the work of the response



teams. Drafts of the Follow-up Report were shared with A2RTs, various shared participatory committees at both the College and the District. The document before you shows a commitment by Los Angeles Southwest College to ensure an integrated approach to accreditation and, more importantly, meeting the needs of the College community including its students, staff, faculty, administrators, and the community of South Los Angeles.



## **Response to Commission Action Letter**

**Los Angeles Southwest College**

**Recommendations**



## Response to Commission Action Letter

### Recommendation 1.

In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process this process the Team recommends that the College:

- (1) Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision-making, and resource allocation process with the revised Mission. (I.A.1)
- (2) Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, (to include Distance Education); refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process. (I.A.2, I.B.1, I.B.6, I.B.7, I.B.9, II.A.13, II.A.16, II.B.3, III.C.1, III.C.2, III.C.5, ER11, ER 19)
- (3) Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of implementation of this cycle. (I.A.2, I.B.2, I.B.3, I.B.6, I.B.7, II.A.3, II.A.7, II.B.3, II.C.2, III.A.6, IV.A.1, ER11)
- (4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission by adequately meeting the needs of instruction, student services and operations. (I.A.3, I.B.7, III.A.7, III.D.1, III.D.4, III.D.15, IV.C.5, ER18)
- (5) Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant. (I.A.3, III.B.2, III.C.2, III.C.3)

### Actions Taken to Resolve College Recommendation 1:

#### (1) Review and revise its Mission

On March 3, 2016, the Strategic Planning Committee (SPC) began to discuss the need to update the College's Mission statement [\[Rec1.1\]](#). On April 13, 2016, the SPC convened the





Mission Review Taskforce (MRT) [\[Rec1.2\]](#). And on April 29, 2017, the MRT came together to review and revise the Mission. The taskforce drafted a Mission statement that included the types of degrees and other credentials offered by the college, and recommended that the College adopt the revised Mission statement [\[Rec1.3\]](#). Subsequently, SPC, Educational Planning Committee, College Council, Academic Senate, [\[Rec1.4\]](#) the Board of Trustees Institutional Effectiveness & Student Success subcommittee [\[Rec1.5\]](#), and the Los Angeles Community College District (LACCD) Board of Trustees approved the revised Mission [\[Rec1.6\]](#). The College has undertaken activities to align planning, data collection, decision-making, and resource allocation processes with the revised Mission. The Comprehensive Program Review form, for example, asks programs to describe how their mission relates to the college mission; throughout the various planning activities the college's planning groups have all been informed of the importance of addressing the college mission throughout the planning process [\[Rec1.7, Rec1.8\]](#); in effect, the revised Mission guides decision-making that is supported by aligned planning and data collection.

*(2) Complete Educational, Facilities and Technology Master Plans; refining, implementing, and systematically assessing these and other institution wide plans and processes*

On March 29, 2016 a Master Plan Kickoff Meeting was held and the process for development of the Educational Master Plan (EMP) was discussed. The Strategic Planning Goals (SPG) were reviewed, as was the College Mission, and data (including student demographics, labor market information, enrollment and course offerings, and outcomes data) [\[Rec1.9\]](#). Shortly thereafter, a taskforce of the Educational Planning Committee (EPC) was formed. The composition of the taskforce included students, staff, faculty, and administrators [\[Rec1.10\]](#). The EPC taskforce worked throughout the spring 2016 semester; they met weekly for over one month.



During the working meetings the workgroup reviewed the SPG, developed objectives that aligned with the SPG, defined activities to bolster achievement of the SPG, aligned measures previously defined in the LASC SP, and identified responsible parties for oversight of the activities and implementation of the plan's various objectives. Over the next year, the EMP was vetted throughout the campus. Faculty, staff, students, and administrators reviewed the plan and provided input. The LASC EMP was completed [\[Rec1.11\]](#) and approved by college participatory governance on May 30, 2017, and by the LACCD Board of Trustees on July 12, 2017 [\[Rec1.12\]](#).

In September of 2016 the Academic Senate sanctioned the Academic Technology Committee (ATC) to develop an Academic Technology Plan (ATP) [\[Rec1.13\]](#) that defines faculty needs and feeds that information into the LASC Technology Plan [\[Rec1.14\]](#). Shortly thereafter, a working group was formed and that group worked throughout the fall semester and into the spring 2017 semester. On April 11, 2017, the Academic Senate approved the Academic Technology Plan [\[Rec1.15\]](#) [\[Rec.1.16\]](#).

The Campus Technology Committee (CTC) began work on the LASC Technology Plan (LTP) in December 2016 [\[Rec1.17\]](#). The Campus Technology Committee continued to work on the development of the plan throughout the spring 2017 semester. During the planning phase the CTC, in collaboration with the Information Technology Department, conducted and reviewed the results of a technology inventory study [\[Rec1.18\]](#), a technology needs assessment survey [\[Rec1.19\]](#); and developed the LTP by creating objectives that aligned with the SPG, EMP and ATP, measures and activities were also developed, and responsible entities were identified. The LASC Technology Master Plan was completed [\[Rec1.20\]](#) and



approved by college participatory governance on DATE and the LACCD Board of Trustees on DATE [Rec1.21].

On October 19, 2016, the Facilities Planning Committee (FPC) began work on the Facilities Master Plan (FMP) [Rec.1.22]. An architectural firm, Carrier-Johnson, was engaged to assist in the planning effort. The FPC continued to work on the development of the FMP throughout the spring 2017 semester. The FPC, in collaboration with Carrier-Johnson, reviewed goals and guidelines from the 2003 FMP, identified future opportunities, aligned the FMP with the EMP and the LTP, assessed Central Plant capacity/performance.

Additionally, studies assessing facility needs were conducted and reviewed during the FMP development phase. The Facilities Master Plan was completed on [Rec1.23] and approved by college participatory governance on DATE and the LACCD Board of Trustees on DATE [Rec1.24].

To meet the criteria regarding the systematic assessment of institution wide plans and processes, the College convened a Strategic Planning Retreat during the spring 2017 semester, on April 28, 2017 [Rec.1.25]. At that meeting the LASC SP was assessed.

Attendees were assigned to five groups, each tasked with evaluating the college's progress in meeting measures set for each SP goal. Assessment groups were asked to read and the Goal and objectives that they were evaluating, to review data resulting from defined measures, discuss the results, and answer evaluation questions [Rec1.26]. A report of that assessment will be prepared in fall 2017 and the collated results of the evaluation will be shared with SPC, College Council, and Academic Senate. Once completed, the final SP report will be made available to the public via email announcement and it will also be uploaded to the [Strategic Planning Committee SharePoint site](#).



After completion of [2016-2017 Annual Program Review](#), the Program Review Committee (PRC) determined that a new application, eLumen, would be used to complete the Program Review process: Comprehensive and Annual [\[Rec1.27\]](#). During the spring and summer 2017 semesters the PRC worked on developing new Program Review questionnaires for instructional and non-instructional programs, in eLumen [\[Rec1.28\]](#). Implementation of this new process is expected to occur in fall 2017.

### *(3) Complete implementation of Student Learning Outcomes*

On initial assessment of barriers to completing the implementation of the Student Learning Outcomes cycle the College identified two issues that needed to be addressed. First, Administration acknowledged the need for 100% faculty release time to focus on Student Learning Outcomes. Initially, the assignment was shared by two faculty members but beginning July 2017 one faculty member has been assigned the responsibility for the LASC assessment process. Second, the College acknowledged the need for a systematic method of managing the assessment process. After a thorough review and analysis, eLumen was selected as the tool. Beginning in fall 2017 eLumen will also be used to conduct Program Review. As an additional benefit, the use of eLumen for both SLOs and Program Review will facilitate data sharing between the SLO and Program Review processes.

### **The LASC Assessment Cycle**

While similar and related, each division of the college has a separate process for assessing student learning. For the academic unit, the learning outcomes are referred to as Student Learning Outcomes (SLOs) and are a reflection of what students are to learn in the classroom and an assessment of if those goals were met and how to improve upon them.



For the student services unit, the learning outcomes are referred to as SSOs, or student service outcomes, and are a reflection of what tasks that students will successfully navigate as they matriculate through the College. The overall goal of the SSOs is to encourage self-sufficiency of the student body.

For the administrative services unit, the learning outcomes are known as administrative unit outcomes (AUOs) and are not a direct assessment of student learning but an assessment of how the administrative units support students in meeting their educational goals.

### **Academic Affairs: Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes**

**Assess:** SLOs are assessed each semester for each course taught. Each course must have at least 3 SLOs and the SLOs must map to the program learning outcomes (PLOs). Each program (definition of a program reaffirmed by Senate in spring 2017) must have no less than 3 PLOs and those PLOs must map to the institutional learning outcomes (ILOs). The goal is that every student receiving a degree or certificate from LASC will successfully meet each of the 5 institutional learning outcomes (ILOs).

Using eLumen allows us to easily facilitate the management of the SLO library and to track the status of each courses SLOs and the assessment of each. Within the system, once all SLOs are mapped to the PLOs and they are mapped to the ILOs, assessment of the SLOs will result in assessment of PLOs and ILOs. The initial cycle of assessment is expected to be completed at the end of the fall 2017 term.

**Reflect:** The reflection of SLOs occurs in two parts. Starting spring 2017, after faculty have completed SLO Assessments of their courses they will be required to answer 3 reflective questions about each of their courses:



1. Analyze the impact of this course of students and the change in students from before and after taking the course. What evidence do you have that your students are learning?
2. How did student outcomes in this section compare to previous sections of this course or other courses you have taught? Did you enact any changes or improvements to your instruction or to the course material that could account for this change? Could any other factor explain a change in results?
3. What new ideas will you implement to improve student success in this course? If none, please explain why you wouldn't implement any new ideas for this course.

At the beginning of each semester, faculty will convene in a department meeting to discuss the SLOs of the previous semester using the reflection questions as a guideline. The goal is to both verbalize the results of the previous semester and more importantly, to share successes and plan improvements.

**Improve:** After sharing in the dialogue each semester, the goal is that faculty will learn from each other and continue to improve upon the learning that is occurring in the classroom, making changes and adjustments to improve upon student successes and attainment of SLOs.

### **Student Services: Student Service Outcomes**

The Student Services unit has developed student service outcomes (SSOs) for each of 20 areas of the unit:

- Admissions and Records
- Assessment
- Associated Students Organization
- Bridges to Success Center
- CalWorks / Gain



- General Counseling
- Disables Students Program & Services
- Educational Talent Search
- Extended Opportunities Programs & Services
- Financial Aid
- First Year Experience
- International Students
- Outreach and Recruitment
- Passage
- Puente
- Student Health Center
- TRIO Scholars
- TRIO/STEM Scholars Program
- Upward Bound
- Veterans Services

**Assess:** Assessment will be done using surveys and will be conducted regularly, beginning spring 2017. The surveys will be developed specifically for each area to highlight the areas of concern and to assess the accomplishment of that area's goals. Some surveys will be done on a periodic basis and others will be on a per contact basis. The surveys for spring 2017 were administered using Survey Monkey.

**Reflect:** The survey results will be compiled and entered into eLumen. Reports will be generated and provided to each of the Student Services units as defined above. The units will



meet and analyze the survey results to determine areas of success, areas of needed improvement and better ways to support student success.

**Improve:** Based on the periodic survey results and discussions, each unit will continue to refine and improve upon the service provided to improve the educational support services provided to students of the College.

### **Administrative Unit Outcomes**

During spring 2017 the Administrative Services unit developed updated administrative unit outcomes (AUOs) for each of 11 areas of the unit:

- Bookstore
- Business Office
- Facilities Use
- Information Technology
- Maintenance & Operations
- Personnel
- Purchasing
- Receiving
- Reprographics & Mailroom
- SPOC (Payroll Single Point of Contact for payroll issues) and Payroll
- Sheriff's Office

Because many of the Administrative Services Unit have no or little direct student contact the decision was made to set goals for this area, instead of learning outcomes for which the assessment are dependent on direct student contact. The goals which were set by the Administrative Services unit reflect activities that are felt to enhance student learning such as





those impacting the learning environment (e.g., clean restrooms, safety, materials available for faculty use).

**Assess:** Assessment will be done using survey and will be conducted each regularly beginning spring 2017. The surveys will be developed specifically for each area to highlight the areas of concern and to assess the accomplishment of that area's goals. Some surveys will be done on a periodic basis and others will be based on contact basis. The surveys for spring 2017 were administered using Survey Monkey.

**Reflect:** The survey results will be compiled and entered into eLumen. Reports will be generated and provided to each of the Administrative Services areas as defined above. The areas will meet and analyze the survey results to determine areas of success, areas of needed improvement and better ways to assess operations and support of the college mission.

**Improve:** Based on the periodic survey results and discussions, each area will continue to refine and improve upon the service provided to improve the educational environment at the College.

*(4) Work collaboratively with the District to address the existing deficit, to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College's Mission*

The college has worked collaboratively with the District to address the existing deficit and to improve the budget allocation model to ensure fiscal stability to the college while maintaining the integrity of the District to provide a fair and comparable distribution of the State funds to the nine colleges of the District. The current model basically mirrors the State funding model for allocating funds to the colleges which is primarily a growth model based on FTES. Even though the District has implemented several adjustments to the model that



have resulted in the College receiving a larger allocation of funds, the Executive Committee of the District Budget Committee (ECDBC), in August, 2016, was tasked with the review of the model to determine whether there were structural inequities. In February, 2017 the review was completed and it was determined that there are no structural inequities [\[Rec.1.29\]](#). However, after reviewing instructional costs, supplies and other item expenditures by college, there were outliers found in certain areas that require the Colleges to review and make determinations as to what needs to be done to reduce costs. Since the State is revisiting its apportionment funding model, once they have completed the review, the District will again review its model incorporating any significant changes that result in additional funding for smaller colleges.

In the meantime, to meet College Recommendation 1, the college has developed a plan to ensure fiscal stability and the ability to fulfill the College's Mission [\[Rec1.30\]](#). LASC's Financial Recovery Plan includes an analysis of deficit spending, instructional measures, fulltime faculty hiring obligation, college expenditures and staffing trends, and the College's overall educational program evaluation. Strategies and action steps for achieving fiscal stability and cost containment are also detailed in the plan.

*(5) Develop an integrative and comprehensive planning process guided by updated plans that incorporate Total Cost of Ownership in: technology, business continuity, disaster recovery, and physical plant*

The College has addressed the Total Cost of Ownership in the LASC Technology Master Plan [\[Rec1.20\]](#) and the LASC Facilities Master Plan [\[Rec1.23\]](#). To address Business Continuity/Disaster Recovery, the College has collaborated with District and the other eight colleges ([see District Recommendation 4](#)). The district-wide business continuity and disaster



recovery plan has been taken into account during the College’s Technology and Facilities master plan development.

### Recommendation 1: College Response

Evidence	Title of Evidence Document
Rec1.1	<a href="#">Rec1.1.1_20160303-spc_minutes</a>
Rec1.2	<a href="#">Rec1.1.1_20160413-spc_minutes</a>
Rec1.3	<a href="#">Rec1.1.1_20160429-MRT-Minutes</a>
Rec1.4	<a href="#">Rec1.1.1_Presentation - LASC Mission Revise Spring 2016</a>
Rec1.5	<a href="#">Rec1.1.1_20160525-Institutional Effectiveness-minutes</a>
Rec1.6	<a href="#">Rec1.1.1_20160608-Board-Minutes</a>
Rec1.7	<a href="#">Rec 1.1.1 Accreditation Action Plan Rec 1_10-26-16</a>
Rec1.8	<a href="#">Rec1.1.1_Student Services Action Plan Form-Admissions</a>
Rec1.9	<a href="#">Rec1.2.1_Presentation-LASC MP Kickoff Meeting_03-29-16</a>
Rec1.10	<a href="#">Rec1.2.1_Master Plan Meeting Sign-In Sheet 5-27-16</a>
Rec1.11	<a href="#">Rec1.2.1_LASC Educational Master Plan 2017-2021</a>
Rec1.12	<a href="#">Rec1.2.1_LACCD Board of Trustees Agenda</a>
Rec1.13	<a href="#">Rec1.2.1_Technology Committee Minutes 20160922 (Corrected Version)</a>
Rec1.14	<a href="#">Rec1.2.1_Rec1.2.1 Meeting Minutes ATC 20161108</a>
Rec1.15	<a href="#">Rec1.2.1_Academic Senate MINUTES 04 11 17</a>
Rec1.16	<a href="#">Rec1.2.1_Academic Technology Plan (4-10-17)</a>
Rec1.17	<a href="#">Rec1.2.1_Technology Planning Committee Minutes 121416</a>
Rec1.18	<a href="#">Rec1.2.1_Technology Planning Committee Minutes 030917</a>
Rec1.19	<a href="#">Rec1.2.1_LASC Tech Needs Assessment Survey_Sp17</a>
Rec1.20	<a href="#">Rec1.2.1_LASC Technology Master Plan 2017-2021</a>
Rec1.21	<a href="#">Rec1.2.1_LACCD Board of Trustees Approval</a>
Rec1.22	<a href="#">Rec1.2.1_Facilities Planning 2016_10-19-2016 Minutes</a>
Rec1.23	<a href="#">Rec1.2.1_LASC Facilities Master Plan 2017-2021</a>
Rec1.24	<a href="#">Rec1.2.1_LACCD Board of Trustees Approval</a>
Rec1.25	<a href="#">Rec1.2.1_STRATEGIC PLANNING RETREAT AGENDA - 20170428</a>
Rec1.26	<a href="#">Rec1.2.1_Spring 2017 Strategic Planning Retreat-presentation_4-28-17</a>
Rec1.27	<a href="#">Rec1.2.1_Prog Rev_Meeting_Minutes_February 21 2017</a>
Rec1.28	<a href="#">Rec1.2.1_Comprehensive Program Review Form - eLumen screenshot</a>
Rec1.29	<a href="#">Rec1.4.1_DBC Minutes 03-15-2017v2</a>
Rec1.30	<a href="#">Rec1.4.1_LASC Financial Recovery Plan 2016-2017</a>

## Response to Commission Action Letter

### Recommendation 3.

In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes. (II.B.2, IV.A.1)

### Actions Taken to Resolve College Recommendation 3:

*Follow documented procedures related to the responsibilities of librarians and content faculty*

On November 22, 2016, the Academic Senate sanctioned the Library Advisory Committee (LAC) [\[Rec3.1\]](#). Committee membership includes all librarians, one library technician, the Dean of the Library, three faculty representatives, an Associated Student Organization representative, and three community representative. The committee's charge states *The Mission of the Library Advisory Committee is to advise the Library Chair and the Library Dean on technology, facility, and resource issues that impact the College Library. Recommendations of the LAC will be acted upon or forwarded to the appropriate body. To accomplish its Mission, the LAC has committed to facilitating communication between the Library, the College, and the community by periodically assessing needs of these groups; through dissemination of information about its available resources that support academic and lifelong learning; regular review and consultation will ensure that the Library is empowered to meet Accreditation Standards and its Mission* [\[Rec3.2\]](#).

At the November 2016 Academic Senate meeting, the Los Angeles Southwest College Founders Library Collection Development Policy was approved. The policy's primary objective is to build and maintain a library collection that supports student success. Included in the policy is a clearly defined process for material selection, retention, and de-selection. In



addition, the policy will support the instructional, institutional, and individual needs of the LASC community; provide a working tool and standards for the selection of library materials; guidelines for the ongoing assessment of the collection; support communication between the library and its users; assist in determining and documenting budget needs [\[Rec3.3\]](#).

The College has also reinstated the Library Liaison Model, which pairs a librarian with each academic department for the purpose of collaborative collection development [\[Rec3.4\]](#). To facilitate that process, an online purchase request form has been put in place [\[Rec3.5\]](#). Furthermore, to best address the needs of the college for the library collection, a librarian has been appointed to the Curriculum Committee [\[Rec3.6\]](#). Finally, the College hired two additional full-time Librarians to improve library services and to expand student-learning opportunities [\[Rec3.7\]](#). To ensure that the Commission Standards are met, the College will regularly review and update the College Development Policy along with related Library policies.

### Recommendation 3: College Response

Evidence	Title of Evidence Document
Rec3.1	<a href="#">Rec3.1.1 Academic Senate MINUTES 11 22 16</a>
Rec3.2	<a href="#">Rec3.1.1 Library Advisory Committee Guidelines (20161208)</a>
Rec3.3	<a href="#">Rec3.1.1 Library Collection Development Policy Official 20161122.docx</a>
Rec3.4	<a href="#">Rec3.1.1 LASC LIBRARIAN LIAISON ASSIGNMENTS</a>
Rec3.5	<a href="#">Rec3.1.1 Screenshot of Online Library form for title recommendations</a>
Rec3.6	<a href="#">Rec3.1.1 CC Minutes 4 27 2017</a>
Rec3.7	<a href="#">Rec3.1.1 Librarian Positions - Notice of Intent</a>



## Response to Commission Action Letter

### Recommendation 4.

In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the District (1), in creating plans of action to improve the quality of the services it offers for all student constituencies (2). (II.B.3, II.C.1)

### Actions Taken to Resolve College Recommendation 4:

There are two primary evaluation strategies that are used for the purpose of determining the College's adequacy in meeting identified student needs, supporting student learning and addressing the mission of the institution.

#### District Student Survey

The Los Angeles Community College District administers a student survey every two years to a sample across the student population to determine the quality of services delivered, whether the services support student learning and meet the mission of Los Angeles Southwest College. The staff, faculty and administration of the College service units met in the fall term of 2016 to review the data extracted from the Fall 2014 Los Angeles Community College District (LACCD) Student Survey [\[Rec4.1\]](#).

The purpose of the meeting was to analyze respondent data and to begin the process of developing action plans aimed at service delivery and student satisfaction. Data were reviewed to identify and discuss challenges students experienced and how to improve services based on student responses. Each service unit developed an action plan designed to improve the quality of services offered to all student constituencies [\[Rec4.2\]](#).

The first assessment opportunity of those action plans will be in the fall term 2017. Once the data are analyzed, respective areas will discuss results and determine whether the data



substantiates that the actions taken have moved the units in the identified direction (improved student satisfaction or learning) or have given us an opportunity to modify action plans should preliminary assessment of data indicate that different strategies need to be employed. Student Services units have begun implementing changes and one example of how the data were used to improve service practices is detailed in the college's response to College Recommendation 6; in short, the Counseling Department purchased software to deliver online orientations to students with disabilities as well as Spanish speaking prospective students.

#### Assessment of Student Learning Outcomes

Another example that supports that the College is engaged in improving the quality of services to all student constituencies and serves as a basis for improved student satisfaction and learning, is through annual assessment of student learning and service area outcomes. Each service unit conducts annual program reviews where data from the assessment of student learning and service area outcomes are presented. As part of the assessment process, service areas are responsible for using assessment data to improve student outcomes. For those areas that see improved outcomes, most programs will stay the course. If they fall short of expected outcomes, programs will review and analyze their data and revise the strategies with the intent of improving outcomes [\[Rec4.3\]](#).

Furthermore, the College recently implemented use of the eLumen system for student learning and service outcomes, and that system will replace the current SharePoint tool used for program assessment. The use of eLumen for program review will begin in fall term 2017. Integration of learning and services outcomes assessment into one system, eLumen, is expected to provide more robust assessments, better program planning and improvement.



Assessment of student outcomes will also be accomplished through the integrated planning process recently implemented by the California Community Colleges Chancellor’s Office for Basic Skills, Student Success and Support Program (SSSP) and Student Equity Programs (SEP). These efforts have been combined into an integrated planning and reporting document [\[Rec4.4\]](#). Each of these programs require, per California Education Code, that we analyze data, develop goals for identified student groups and close achievement gaps. Biennial reporting on how well students are meeting institutionally derived goals will serve to inform the College whether the activities we have engaged in have allowed us to improve student success.

#### **Recommendation 4: College Response**

<b>Evidence</b>	<b>Title of Evidence Document</b>
Rec4.1	<a href="#">Rec4.1.1 Fall 2014 Student Survey Presentation 11-16-16</a>
Rec4.2	<a href="#">Rec4.1.2 Student Services Action Plan for Improvement – Financial Aid</a>
Rec4.3	<a href="#">Rec4.1.1 2015-2016 Non-Instructional Program Review – Student Services</a>
Rec4.4	<a href="#">2017-2019 Integrated Plan for BSI, SEP, SSSP</a> ( <a href="http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2017/AA17-12_SS17-04_BSI_SE_SSSP_Integrated_Plan_2017-2019.pdf">http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2017/AA17-12_SS17-04_BSI_SE_SSSP_Integrated_Plan_2017-2019.pdf</a> )



## Response to Commission Action Letter

### Recommendation 5.

In order to meet the Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service (1) and maintain copies of all agreements in a central location on campus (2).

### Actions Taken to Resolve College Recommendation 5:

*Evaluated its contracted services for effectiveness and continuity of service and established a central location on campus for maintaining copies of all agreements.*

In an effort to evaluate its contracted services for effectiveness and continuity of service, on April 14, 2017, the members of Accreditation Recommendation Response Team 5 (A2RT-5) created and electronically distributed to our external vendors (identified from the LACCD Master Procurement List) [\[Rec5.1\]](#), a nine question survey [\[Rec5.2\]](#). Survey results were completed on April 26, 2017 and the data was aggregated. Based on the responses from the vendors, the primary area of concern for our vendors was the lack of timely payment.

Continuity of service is a major strength as 100% of the vendors surveyed had three or more years of doing business with Los Angeles Southwest College (LASC). In fact, 100% of the vendors surveyed responded that they are very likely to conduct business with LASC again [\[Rec5.3\]](#). In addition to surveying our external vendors, the members of A2RT-5 also created an internal survey [\[Rec5.4\]](#) which was electronically distributed to LASC staff who were identified as having access to the SAP Procurement module for the purpose of procuring or approving the purchase of goods and services. The data shows that staff would benefit from further training specifically in the area of purchasing and payment of invoices [\[Rec5.5\]](#). Furthermore, we acknowledge that although adopted policies and procedures for the procurement and payment processes are in place at LASC, the decentralized system that



is practiced by the college does not facilitate reliable adherence to timely payment as evidence by facts and data detailing the sequencing of the procurement and accounts payable process [[Rec5.6](#), [Rec5.7](#), [Rec5.8](#), [Rec5.9](#)]. The data supports and validates concerns of frequent instances of late payments in excess of thirty (30) days. Lastly, A2RT-5 has recommended, in the program review process, the addition of a Purchasing Aide, in which this person would act as the liaison and direct person of contact for all contracted services, therefore creating a centralized procurement process at Los Angeles Southwest College and increasing the campus capacity to provide an efficient procurement process that ensures continuity of services.

In February 2017, the Business Office purchased a document scanner and secured additional filing cabinetry in preparation for the transitioning of all procurement documents to the Business Office located in SSB 103. The central location for maintaining copies of all agreements has been determined as the responsibility of the LASC Business Office. The process for consolidating and transferring these files will begin no later than June 30, 2017. Los Angeles Southwest College Administrative Services under the oversight of the Vice President Administrative Services, will conduct an annual review of the centralized filing system to ensure compliance with the recommendation to store all contractual records in a central location for access and review by all constituents. The results of the review will be compared with SAP records to provide an updated analysis of what was reported in [Rec5.10](#) for the purpose of ensuring continuity of service while meeting the college's procurement needs in accordance to Chancellors-Directive-142 [\[Rec5.10\]](#) and Board Rule 7100 [\[Rec5.11\]](#).



**Recommendation 5: College Response**

<b>Evidence</b>	<b>Title of Evidence Document</b>
Rec5.1	<a href="#">Rec5.1.1 LACCD Master Procurement List</a>
Rec5.2	<a href="#">Rec5.1.1 LASC Vendor Satisfaction Survey Form - Sp 2017</a>
Rec5.3	<a href="#">Rec5.1.1 LASC Vendor Satisfaction Survey Results - Sp 2017</a>
Rec5.4	<a href="#">Rec5.1.1 LASC Contracted Campus Vendor Survey Form - Sp 2017</a>
Rec5.5	<a href="#">Rec5.1.1 Customer Satisfaction Survey Results</a>
Rec5.6	<a href="#">Rec5.1.1 SAP Recorded Contracts</a>
Rec5.7	<a href="#">Rec5.1.1 SAP Recorded STAs</a>
Rec5.8	<a href="#">Rec5.1.1 SAP Recorded POs</a>
Rec5.9	<a href="#">Rec5.1.1 Fiscal 2016-17 Accounts Payable Review</a>
Rec5.10	<a href="#">Rec5.1.1 Chancellors-Directive-142</a>
Rec5.11	<a href="#">Rec5.1.1 Board Regulation 7100</a>

## Response to Commission Action Letter

### Recommendation 6.

In order to meet the Standard, the Team recommends LASC assess the effectiveness of its counseling services and practices and utilize the information accordingly to increase focus and action on the growing Hispanic demographic in its core area and determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies.

### Actions Taken to Resolve College Recommendation 6:

#### Assess effectiveness of its counseling services and practices.

Los Angeles Southwest College administered student satisfaction surveys during the spring term 2017, survey data collection carried on from late May to mid-July. The Counseling Department and other student services entities participated in the assessment exercise to determine whether the quality of services support student learning and meet the needs of LASC students [\[Rec6.1\]](#). Survey results have since been summarized and the first evaluation opportunity of the results will be in the fall term 2017. The college intends to host a professional development retreat during the fall term 2017 where the effectiveness and practices of all student services areas will be assessed. Outcomes and action plans developed during that retreat will be in addition to the work already completed by the college and described in College Recommendation 4, and the college's response, below, to increasing focus and action on the growing Hispanic demographic.

#### Increase focus and action on the growing Hispanic demographic in its core.

On November 16, 2016, as a component of a professional development retreat [\[Rec6.2\]](#), the Counseling Department and other Student Services areas utilized data obtained from the LACCD's Fall 2014 Student Survey [\[Rec6.3\]](#) to assess and to evaluate the effectiveness and



the quality of services offered and to increase focus and action on the growing Hispanic demographic in its core service area.

Twenty-five percent of LASC's student population, (2,146) participated in the survey which consisted of thirty-four questions, two of which were open-ended. The survey contained six focus areas; Goals and Plans, Student Background, Financial Resources, College Services, College Facilities and Security and Academic Experiences. Based on the responses of student's satisfaction with General College Counseling Services, the majority of the respondents (40.4%) were very satisfied with Counseling Services as opposed to 34.9% being Somewhat Satisfied, 8.4% Not Satisfied, and 16.3% Not applicable/No Answer. The Counseling Department created an action plan [\[Rec6.4\]](#), as did other student services areas, during the Replay! retreat. Below is an excerpt of the actions that the Counseling Department intends to take to focus on the growing Hispanic demographic in the college's core service areas.

#### Counseling Department Planned Actions:

As online student orientations lay the groundwork for student recruitment and access, student success, retention, and growth, the college purchased the Advantage Design Group's interactive online student orientation system [\[Rec6.5\]](#). The new system which will be implemented fall term 2017, is ADA compliant and has an 'other language than English' Spanish language feature which provided a much needed service for the growing Hispanic demographic population in the communities served by LASC.

The Counseling Department is also in the process of writing a counseling procedures manual and it is expected to be completed in fall 2017. The manual will include student development theory, diversity and adjunct counselor training, counseling techniques and skills, campus



and community resources, as well as campus, district, state, and federal policies. The college understands the importance of culture and cultural diversity. The information contained in the procedures manual will be used to encourage faculty to employ culturally responsive teaching techniques in the classroom and during counseling sessions. This approach will ensure that the cultural sensitivity needs of current and prospective students of Latino/Hispanic heritage are acknowledged and met.

Another planned action for the Counseling Department is to purchase additional equipment and supplies; and create brochures and marketing material to promote counseling services to the growing Hispanic demographic. As such, the Counseling Department continues to work collaboratively with the College's Office of Outreach and Recruitment (COOR) and the College's Public Information Office to create brochures and materials in English and Spanish to promote counseling services to current and potential student constituents [\[Rec6.6\]](#).

LASC's Noncredit Adult and Continuing Education Services (NACES) Center, formerly known as Bridges to Success, provides student-centered services and learning opportunities that assist noncredit students with achieving their personal, academic, vocational, and civic goals in order to transition to credit programs and to become more active members of their communities [\[Rec 6.7\]](#). NACES serves a predominately Hispanic/Latino student population with 92.82% of their students being of Hispanic or Latino origin.

NACES also conducts outreach and recruitment efforts to predominately Hispanic/Latino community centers, community events, adult, continuation, and local area feeder high schools. The total number of students that enrolled in at least one noncredit course from Summer 2016 to Spring 2017 was 2,998. Of those students, 138 enrolled in a credit course



and 62 of the 138 students enrolled in a noncredit and credit course in the same semester/term [\[Rec 6.8\]](#).

Counselor's assigned to NACES conduct college orientations, provide academic and personal counseling, complete educational plans, teach English as a Second Language (ESL), Basic Skills, Citizenship, Computer Literacy and High School Equivalency Test, and General Education preparation courses.

As a response to increase focus and action on the growing Hispanic demographic population in its core, the College has made a concerted effort to recruit a diverse, bi-lingual group of faculty and staff that is reflective of the growing Hispanic demographic population.

Examples of hires meeting that criteria, since the accreditation visit in March 2016, include a CAFYES counselor, a general counseling counselor, a CalWORKs counselor, DSPS special services assistant, career guidance counseling assistants, a Financial Aid Director, and an admissions and records evaluator.

The College's Office of Outreach and Recruitment (COOR), implemented a recruitment and retention plan to formalize the processes and actions taken to increase focus on the growing Hispanic demographic population [\[Rec6.9\]](#). The outreach and recruitment plan contains an objective that specifically targets prospective Hispanic students in the LASC service areas.

Specifically, COOR is increasing outreach activities to the Hispanic population in the college's service area; and marketing programs that would interest that demographic.

To enhance relationships with high school counselors, as well as increasing the number of local high school students that matriculate directly to LASC, COOR maintains a weekly presence at feeder schools that serve the eastern service area where there is a high concentration of Hispanic students. COOR also maintains a presence at all Hispanic service



community-based sites, community centers, and religious organizations. One of COOR's aims is to have a representative demographic presence at all outreach/in-reach events and to distribute Spanish language materials at outreach events that inform the public of the College's educational and career opportunities [\[Rec6.10\]](#).

In April 2017, LASC entered into a dual enrollment M.O.U with Los Angeles Unified School District (LAUSD South) to create early college opportunities for middle and high school students [\[Rec6.11, Rec6.12\]](#). LAUSD South serves 65,670 Hispanic students and they make up nearly 74% of their student population [\[Rec6.13\]](#).

LASC and our sister colleges in the LACCD partnered with LAUSD, the City of Los Angeles, the Los Angeles Chamber of Commerce, Unite LA and private philanthropy to create the Los Angeles Promise Initiative. The Promise initiative serves LAUSD and charter school graduating seniors through a comprehensive strategy designed to support students to complete a higher degree and/or workforce certificate [\[Rec6.14, Rec6.15\]](#). Based on the contiguous service areas to LASC, a greater recruitment yield should increase the number of Hispanic/Latino students served at our college.

One component of the Promise Program is the Summer Bridge program which provides personal development counseling preparation courses and other designated college courses. Outreach and recruitment for the Promise Program provides yet another opportunity to recruit Latino/Hispanic students in our service area. To date LASC has recruited 217 Promise students via our Summer Bridge program, of which 85% are of Latino/Hispanic origin. The College is acutely aware of the Hispanic demographic population growth and continues to conduct in-reach/outreach opportunities to this population [\[Rec6.16, Rec6.17\]](#); and to





provide awareness through professional development opportunities to college employees  
[\[Rec6.18\]](#), [\[Rec6.19\]](#).

Determine how best to expand the hours of operation of student services programs and the availability of counselors for all student constituencies.

In an effort to provide efficient and effective service to all student constituency groups, Student Services managers met on November 8, 2016, to discuss the Counseling Department and all Student Service areas hours of operation and the effects that the hours of operations had on both, day and evening students [\[Rec6.20\]](#). Using anecdotal data, the group focused on the lack and inconsistency of service hours and staffing within all Student Services areas. With directions to adjust staffing hours and staffing levels through delineating roles and responsibilities in each area, and taking into account job descriptions as outlined by the various bargaining agreements, that meeting culminated in the expansion of and the implementation of consistent hours of operation by the Counseling Department and all Student Services areas to provide consistent, efficient, and effective service to all constituency groups effective Fall semester 2016 [\[Rec6.21\]](#).

### Recommendation 6: College Response

Evidence	Title of Evidence Document
Rec6.1	<a href="#">Rec6.1.1 LASC Student Satisfaction Surveys email</a>
Rec6.2	<a href="#">Rec6.1.2 Fall 2016 Student Services Professional Development Retreat</a>
Rec6.3	<a href="#">Rec6.1.2 Fall 2014 Student Survey - Results</a>
Rec6.4	<a href="#">Rec6.1.2 Fall 2016 Student Services Action Plans Link</a>
Rec6.5	<a href="#">Rec6.1.2 Advantage Design Group’s interactive online student orientation system (screenshot)</a>
Rec6.6	<a href="#">Rec6.1.2 Noncredit Counseling</a>
Rec6.7	<a href="#">Rec6.1.2 NACES Website</a>
Rec6.8	<a href="#">Rec 6.1.2 Noncredit to Credit Progression Communication</a>
Rec6.9	<a href="#">Rec6.1.2 Outreach Recruitment and Retention Plan</a>
Rec6.10	<a href="#">Rec6.1.2 Latino CRN Flyer w-Officers</a>
Rec6.11	<a href="#">Rec6.1.2 LASC/LAUSD South Dual Enrollment MOU</a>
Rec6.12	<a href="#">Rec6.1.2 LAUSD South/LASC AB288 MOU Addendum</a>
Rec6.13	<a href="#">Rec6.1.2 Demographic Data for LAUSD South</a>
Rec6.14	<a href="#">Rec6.1.2 LA College Promise Website</a>



Rec6.15	<a href="#">Rec6.1.2 LASC Promise Website</a>
Rec6.16	<a href="#">Rec6.1.2 LASC Southwest DAZE (Spanish Language Flyer)</a>
Rec6.17	<a href="#">Rec6.1.2 Information Night for Parents - March 29 (Spanish Language Flyer)</a>
Rec6.18	<a href="#">Rec6.1.2 Student Services Team Building Retreat</a>
Rec6.19	<a href="#">Rec6.1.2 Admin Svcs PD Retreat</a>
Rec6.20	<a href="#">Rec6.1.3 Student Services Mangers Agenda</a>
Rec6.21	<a href="#">Rec 6.1.3 Student Services Hours of Operation email</a>

## Response to Commission Action Letter

### **Recommendation 7.**

In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment data to improve College process and programs. (III.A.5, III.A.6).

### **Actions Taken to Resolve College Recommendation 7:**

*Follow documented procedures related to the evaluations of academic administrators directly responsible for student learning.*

On November 15, 2016, Los Angeles Southwest College formed an accreditation recommendation response team to address College Recommendation 7. Committee membership included Dean of Academics, two classified members in AFT1521A, and one faculty member in AFT1521. The A2RT developed an action plan to focus on this recommendation [\[Rec7.1\]](#), the team also provided a status report on the college's progress in addressing the recommendation until the recommendation was fully resolved [\[Rec7.2\]](#)

To ensure evaluations of academic administrators include consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning, and for all administrators to show how they utilize position-related assessment data to improve College process and programs, the College worked with the LACCD Human Resources division to develop evaluation tools that help meet standards III.A.5 and III.A.6.

The tools include a Data Collection Instrument [\[Rec.7.3\]](#) and Summary Evaluation form for College Presidents/Academic Vice Chancellors [\[Rec.7.4\]](#); data collection [\[Rec7.5\]](#) and summary evaluation forms [\[Rec7.6\]](#) for Academic Vice Presidents; for Deans, the LACCD Administrator's Performance Evaluation form was revised to include SLO Assessment



components such as the use assessment results [\[Rec7.7\]](#). To ensure that the Commission Standards are met, the College will regularly review and evaluate academic administrators directly responsible for student learning outcomes.

**Recommendation 7: College Response**

<b>Evidence</b>	<b>Title of Evidence Document</b>
Rec7.1	<a href="#">Rec7.1.1 Accreditation Action Plan Rec 7 (notes)</a>
Rec7.2	<a href="#">Rec7.1.1 College Recommendation 7 Status Report 04-5-17</a>
Rec7.3	<a href="#">Rec7.1.1 LACCD Data Collection for Presidents/Academic Vice Chancellors</a>
Rec7.4	<a href="#">Rec7.1.1 LACCD Summary Evaluation for College Presidents/Academic VC</a>
Rec7.5	<a href="#">Rec7.1.1 LACCD Data Collection for Academic Vice Presidents</a>
Rec7.6	<a href="#">Rec7.1.1 LACCD Summary Evaluation for Academic Vice Presidents</a>
Rec7.7	<a href="#">Rec7.1.1 Deans Evaluation with SLO Assessment 111816 -Appendix B Only (2)</a>

## Response to Commission Action Letter

### **Recommendation 8.**

In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of “essential” professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated. (Standard III.A.5, III.A.7, III.A.8, III.A.9, III.A.10, III.A. 14, ER 8, ER 14)

### **Actions Taken to Resolve College Recommendation 8:**

#### *Complete staff evaluations for all personnel*

In March, 2017 the District Human Resources Division released an Operation & User Manual on a new Evaluation Alert System (EASY) that establishes an evaluation tracking process and system of notification [\[Rec8.1\]](#). The new electronic system replaces the former manual tracking system of recording completed evaluations. In the month of May, 2017 training was provided to VPs and Deans on EASY that reinforced the program efficiency for (a) Improving completion rates for Employee evaluations, (b) Simplifying processing evaluation documents, and (c) Improving ability to access completed evaluation documents [\[Rec8.2, Rec8.3\]](#). The District system ensures that all official records correspond and that the SAP system at the District will serve as the official record.

#### *Increase the number of administrators and staff necessary to support its programs and services*

The staffing of administrators increased by four deans since the Team visit, establishing a full complement of deans to support Academic Affairs and Student Services. An additional 12 position vacancies have been filled in coordinator, counselor, and specialist positions that support administrators. Also, all budgeted classified positions are filled.



Create and monitor a system of “essential” professional development for both full and part-time and adjunct faculty, with professional development funds equitably allocated.

The Professional Development committee has developed and posted a comprehensive set of Staff Development Guidelines and Procedures to the Professional Growth Committee website [\[Rec8.4\]](#). The guidelines review tuition reimbursement procedures and travel procedures for faculty. On Sep. 9, 2016 the committee implemented the New Faculty Orientation that informs faculty about their professional development options. A Fall, 2016 calendar of activities was distributed campus wide [\[Rec8.5\]](#). On Feb. 2, 2017 during Flex Day, faculty members from all departments were convened for further development activities and workshops throughout the day [\[Rec8.6\]](#). Professional association membership activities and statewide training activities for faculty and staff qualify for professional development reimbursements.

### Recommendation 8: College Response

Evidence	Title of Evidence Document
Rec8.1	<a href="#">Rec 8.1.1 EVALUATION ALERT SYSTEM (EASY) Operations Manual</a>
Rec8.2	<a href="#">Rec8.1.1 EASY Demonstration Training Presentation</a>
Rec8.3	<a href="#">Rec8.1.1 District memo of HR Training in Adjunct Faculty Hiring and Faculty Evaluations</a>
Rec8.4	<a href="#">Rec8.1.1 Staff Development Guidelines and Procedures Website</a>
Rec8.5	<a href="#">Rec8.1.1 Fall 2016 Calendar of Professional Development Activities</a>
Rec8.6	<a href="#">Rec8.1.1 Spring 2017 Flex Day Agenda</a>

## **District Report Preparation**

The Los Angeles Community College District takes an integrated approach to accreditation. While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee. The District Accreditation Committee is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.1\_Accreditation Committee Charge). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation.

The committee met over the past year and reviewed progress made on the recommendations. The progress was further communicated to the Board of Trustees through the Institutional Effectiveness and Student Success Committee (D0.2 Accreditation Response Plan; D0.3 LACCD Accreditation summary; D0.4 IESS District Accreditation Update). The report addressing the District recommendations were drafted by the leads in each area at the Educational Services Center from Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the division of Educational Programs and Institutional Effectiveness and provided to the District Accreditation Committee for approval (D0.5 DAC Agenda 5-9-2017).

The final District responses were provided to each college for review and approval through the college governance processes. Each college completed the report by adding the responses



to college-specific recommendations and augmenting the District response to reflect the college implementation of district-wide actions. The complete and appended reports were approved through the college approval processes.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Institutional Effectiveness. The responses to District and college recommendations were presented to the Board and Institutional Effectiveness and Student Success Committee on **DATES** (D0.6 IEES Agenda). The Board of Trustees reviewed and approved the nine college reports on September 6<sup>th</sup>, 2017 (D0.7 September Board Agenda). The final reports were provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the college and District websites.





**District Recommendation 1 (Compliance).**

In order to meet the Standard, the team recommends that the District ensure consistent and uniform guidelines for the search and selection of adjunct faculty. (III.A.1)

**Actions Taken to Resolve District Recommendation 1:**

The District has policies for hiring that are established in Board Rule Chapter X Article III (D1.1 Ch. X - Article III). The previous adjunct hiring process allowed for the development of local processes that were not consistent across all colleges. Following the ACCJC's comprehensive visit, the District Academic Senate (DAS), working with the District's Human Resources Division and Chancellor as representatives of the governing board, jointly agreed to a uniform hiring procedure for all adjunct positions. The District Academic Senate approved the hiring process on May 11, 2017. (D1.2 May 2017 DAS Agenda; D1.3 Adjunct Recruitment Process). Other participatory governance groups were consulted as well. The revised adjunct hiring process was included in the HR Guide (D1.4 HR GUIDE) which was approved and signed by the Chancellor and District Academic Senate President on DATE. Based on the new process, an FAQ was developed to assist colleges in implementation (D1.5 FAQ Adjunct Hiring Process).

As part of the new process, a centralized web-based adjunct recruitment system of applicant lists by discipline was developed and is maintained by the District Human Resources Division for dissemination to the colleges and other district hiring locations (D1.6 Recruitment Portal). The revised process includes a hiring selection committee with an Equal Employment Opportunity officer, for screening and interviewing applicants. The Human Resources Division also developed templates for posting adjunct positions (D1.7 Example Template PT HEALTH (DR-1)). The templates include duty statements, minimum qualifications, and application processes and are accompanied by a style guide to ensure



conformity in the appearance of postings. The new process provides consistency for the recruitment and selection of adjunct faculty with the goal of ensuring a diverse and highly qualified lists of applicants. All hiring processes throughout the district are confidential, and all evidence for this section has been de-identified to protect that confidentiality.

The new process was implemented for adjuncts hired for fall 2017. The online application portal includes requests from every college for disciplines in need of adjunct faculty (D1.8 List of Disciplines Posted). The Human Resources Division validated adjunct hiring lists and distributed the lists to department chairs throughout the spring and summer semesters (D1.9 Example Email to Colleges; D1.10 Example De-identified applicant list). Selection committees reviewed the lists through the online portal to determine which candidates to offer interviews (D1.11 Process for Reviewing Applicants). All interviews were conducted as defined in the adjunct hiring process and included faculty and EEO membership. The uniform guidelines were used in the hiring of all new adjuncts for fall (D1.12 New Adjunct Hiring List to date).



### **District Recommendation 2 (Compliance).**

In order to meet the Standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

### **Actions Taken to Resolve District Recommendation 2:**

Following the site visit, the Human Resource Division began an analysis of the current evaluation tracking processes. It found that the process did not include the ability to upload the evaluation as a digital record, which left a gap in the tracking mechanism. Additionally, the District enterprise system, SAP, did not include academic personnel as part of the evaluation tracking. This led to paper records that were sometimes incongruent with the SAP system and two separate means of tracking evaluations. The impact was District records that sometimes reflected fewer completed evaluations than college records.

The District has completed an update of the SAP system to enhance tracking and congruence in the evaluation process. The system is now used for all personnel, classified, and academic employees as the system of record for evaluations. In addition, the system has been updated to include the ability to upload the evaluation (D2.1 Evaluation Alert System User 3.0 Manual; D2.2 LACCD\_EASYenhancementsrelease - 3.0 ). The digitizing of evaluation forms ensures that all official records are in agreement and that the SAP system can serve as the official record. The SAP system can now track the percentage of evaluations that have been received and provide reports to managers to assist in completing all evaluations (D2.3 Evaluation Report). The system is programmed to track evaluations in accordance with the contractual guidelines in bargaining agreements. The system of submitting digital copies of evaluations for the official record and for tracking purposes went into effect for evaluations due January 1<sup>st</sup>, 2017 moving forward. This process will capture all evaluations as they are due.



All Colleges have implemented the evaluation process developed in the SAP system. As of DATE, the District has evaluated X % of employees in accordance with the stated intervals.



### **District Recommendation 3 (Compliance).**

In order to meet the Standard, the team recommends that the District update the performance evaluations of academic administrators to include the results of the assessment of learning outcomes to improve teaching and learning. (III.A.6)

### **Actions Taken to Resolve District Recommendation 3:**

The Human Resource Division has worked with collective bargaining groups to add Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) language to job descriptions, job duty statements, and evaluation forms. LACCD academic supervisors (Deans) operate under a collective bargaining agreement (D3.1 Local911\_2014-17 Agreement). On **DATE**, the union and the District entered into a Memorandum of Understanding to include the results of the assessment of learning and/or service outcomes in the evaluation of all Deans (D3.2 Signed Teamster MOU). The evaluation form was immediately put into practice (D3.3 Deans Evaluation with SLO Assessment).

All unrepresented management and executive level administrators have also had SLO and/or SAO assessment integrated into the evaluation process. The revised evaluation forms ensure that learning and/or service outcomes are a component of the evaluation process (D3.4 Basic Other Academic Administrator; D3.5 FORM HR E-210C LACCD Summary Evaluation of College President Academic Vice Chancellor ).

Each college has implemented the new evaluation process for academic supervisors and managers. The process begins with common language in administrative job announcements that make clear the role of administrators in using learning and/or service outcomes to improve academic and service programs. All Colleges have used the revised job description for all new academic administrators (D3.6 Associate Dean, Strong Workforce; D3.7 Dean of Special Programs and Services). All colleges have evaluated current administrators based on the revised job duties and evaluation processes. This includes utilizing the revised evaluation



form that mandates a review of the administrator's use of learning and/or service outcomes.

All administrative evaluations are up to date and are available in the personnel files for review.



**District Recommendation 4 (Compliance).**

In order to meet the Standard, the team recommends that the District and colleges develop a comprehensive Business Continuity/Disaster Recovery plan to ensure reliable access, safety, and security. (III.C.3)

**Actions Taken to Resolve District Recommendation 4:**

The visiting team indicated that the District and the colleges share responsibility for technology resources and that this led to situations in which technology resources and planning were inconsistent across the colleges. As an example, the team noted that while the District Office has onsite and offsite backups, only some of the colleges had offsite backup systems. In addition, business continuity plans were inconsistent as were the technology resources needed to implement such plans. The District has worked to develop a comprehensive Business Continuity plan that is consistent across all colleges and for the District centralized functions. The plan utilizes the California Community College System Office Information Security Center Template as the framework for a robust disaster recovery process.

The plan was developed through the District Technology Committee constituted by all college IT managers and the District Chief Information Officer. Based on the state template and multiple district-wide technology assessments (D4.1 District Technology Assessment Summary, D4.2 CCCCIO Assessment), the committee refined the recommendations to fit the specific staffing, governance, and technology infrastructure of the District. The committee approved a district-wide business continuity and disaster recovery plan on July 14<sup>th</sup>, 2017 (D4.3 LACCD College and ESC IT Systems Backup and Disaster Recovery Standards and Procedures). The plan was codified in Administrative regulation B-37, which was approved by the Chancellor on DATE (D4.4 Administrative Regulation).



While the plan puts in place a consistent process for ensuring reliable access, safety, and security of district and college technology and data, the District has worked to further identify improvements in technology systems, hardware, and processes that will offer even further protection and continuity. As part of a district-wide technology project, the Board requested an assessment of college and district technology needs (D4.5 FMPOC 40J Technology Update) and the development of a Strategic Execution Plan (DD4.6 Strategic Execution Plan Timeline) that would improve technology systems such that all colleges are operating at the same standard. The plan included improvements of storage systems, firewall security, and servers that was used in the development of the business continuity and disaster recovery plan.

The completed technology assessment indicated a need for enhanced data storage processes. The Strategic Execution Plan included enhancement to data storage that would lead to segregated onsite storage, local offsite storage, and offsite emergency backups (D4.7 Backup Plan Update Presentation and Timeline). The District has already begun implementation of these improvements with the District and each college adopting a new segregated backup storage system that ensures that all data and systems have a backup separated from the general system. These storage systems bring all colleges up to the same standard for security, and training has been provided for college IT employees on the use of the systems (D4.8 Backup Strategy).

The second phase of the back-up plan includes the development of offsite backups for all colleges. The District has sought industry experts in the development of these planned upgrades. As part of an overall technology assessment strategy, the District will be contracting with a consultant to conduct an evaluation of current IT policies and processes at





the college and district level (D4.9 LACCD IT Infrastructure and Organization Assessment). This evaluation will include final recommendations for the use of offsite cloud or tape backups. The technology solution will be implemented uniformly across all colleges to add another layer of security.

The District also plans to enhance business continuity and minimize downtime through the purchase of additional servers that could be used as a cold site in the event of catastrophic event or as a warm site in the event of minor outages. These servers will allow the district to maintain enterprise functions in the event that the primary datacenter is inoperable. The purchase of these servers is included in the Strategic Execution Plan with funding identified. The technology assessment strategy noted above will assist the District in identifying the most appropriate location for the secondary site. Additionally, the District has already developed performance/product standards for servers (D4.10 Server Standards). The result of these actions will be uniform server functionality across the district and colleges and the ability to mobilize district resources in support of any college in the event of an emergency. Through initial assessments it has been made clear that there is a need for a greater standardization related to IT systems. The technology assessment strategy will include an evaluation of current IT organizational structure, policies, processes, and staffing at the college and district-level. This evaluation will be used to determine what additional policies, regulations, and processes should be adopted to bring the District to a higher industry standard for IT operations, cyber security, and business continuity.



**District Recommendation 6 (Compliance).**

In order to meet the Standard, the team recommends that the District comprehensively responds to the recurring audit findings concerning: 1) the internal control weakness in information technology controls over the areas of security and change management; and 2) the state compliance exceptions related to “To Be Arranged” (TBA) hours attendance documentation and course classifications. (III.D.7)

**Actions Taken to Resolve District Recommendation 6:**

As part of the ongoing efforts to correct audit findings, the District develops corrective action plans. The corrective action plan for technology controls was developed following the 2015 Audit indicating that the District would increase segregation of duties and further implement Security Weaver (D6.1 2014-2015 Audit p.82-84). The segregation of duties issue has been addressed with additional hiring of a Software Systems Engineer who developed and improved the processes related to security and change management. Over the past year, the District Information Technology Team refined internal controls to establish a list of users who should have administrative and other elevated (Super User) access within the district enterprise systems (SAP) (D6.2 LACCD SAP Privileged Access Report). The District has redacted names and usernames for security purposes. Full reports are available upon visit. The team conducted further reviews of roles and implemented processes and procedures to segregate duties. Additionally, the District Information Technology Division established a new process to limit the use of shared user IDs to ensure that access is appropriate to the user’s job responsibilities. In August 2016, the District engaged in its regularly scheduled audit. The auditing firm found significant improvements related to technology controls over the areas of security and change management. (D6.3 2015-2016 Audit p.96-98)

Past corrective action plans related to the audit findings for TBA hours have included training with no changes in internal procedures. The District worked to develop a new corrective action plan (D6.4 TBA Validation Process) that involves increased central review



and control over the TBA reporting. This plan was shared with Chief Instructional and Student Service Officers in a joint meeting on May 20, 2016, for final revision and approval (D6.5 CIO CSSO Joint Council Agenda 5 20 16). The validation process includes periodic reviews of TBA courses to ensure that required curricular and attendance records are present. While the colleges still retain the autonomy to schedule TBA courses, the District assumes the role of verifying that all state requirements are satisfied prior to submitting final FTES reports. At the end of each semester, the Division of Educational Programs and Institutional Effectiveness will audit attendance records for compliance. Scheduled sections not meeting requirements will not be submitted for apportionment.

The corrective action plan was presented at a districtwide meeting to ensure all personnel involved were aware of the new processes (D6.6 Corrective Action - Audit - August 2016 Presentation). The plan was put into action for the 2015-2016 FTES reporting. All colleges worked with the District to ensure that sections included the correct documentation prior to submission. The external audit report found no deficiencies with TBA documentation and reporting, indicating that the reoccurring finding regarding TBA hours had been addressed (D6.7 2015-2016 Audit p.126-128). One course was identified as being used to address a student time conflict and was not related to the documentation of TBA hours.



**District Recommendation 8 (Compliance).**

In order to meet the Standard, the team recommends that the District develop a process to capture the full impact of the District's liability for load banking and to record the liability in the District's financial statements. (III.D.12)

**Actions Taken to Resolve District Recommendation 8:**

The District completed an assessment of load banking across all colleges and noted the liability in the financial statements (FINANCIAL STATEMENTS). 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 (D8.2 Load Banking Memo, D8.3 Load Banking work sheet 2017). The load banking information will be 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.

**District Recommendation 10 (Compliance).**

In order to meet the Standard, the team recommends that the Board adopt policies that clearly define the process for the selection and evaluation of the chancellor. (IV.C.3)

**Actions Taken to Resolve District Recommendation 10:**

In the evaluation of Board policies, the team determined that there were no policies that clearly identified the process for the selection and the evaluation of the chancellor. Board Rule Chapter X, Article III articulates hiring processes, including those for college presidents. Section 10309 was added to the Board Rule to clearly define the process for the selection of the Chancellor (D10.1 Ch. X - Article III). The revised Board Rule was approved by the Board on March 8<sup>th</sup>, 2017 and is in effect for the next selection process (D10.2 March 8 2017 Board\_Agenda; D10.3 March 8 2017 Board Minutes).

The evaluation of the Chancellor was added to Board Rule Chapter X Article I, Human Resources Services (D10.4 Ch. X - Article I). Section 10105.13 defines the process of the evaluation of the Chancellor stating:

The Board shall conduct an evaluation of the Chancellor of the District at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with him/her as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by him/her and the Board.

The criteria for evaluation shall be based on board policy, the Chancellor's job description, and overall priorities developed in accordance with board policy.

The Board Rule was approved on March 8<sup>th</sup>, 2017 (D10.2 March 8 2017 Board\_Agenda; D10.3 March 8 2017 Board Minutes). The evaluation process goes into effect immediately and will be used in the annual evaluation of the Chancellor.



**District Recommendation 11 (Compliance).**

In order to meet the Standard, the team recommends that the Board establish a formal process for approving the review of policies in which no revisions are made and to regularly assess the effectiveness of all policies in fulfilling the District mission. (IV.C.7)

**Actions Taken to Resolve District Recommendation 11:**

The District has had a long established process for the regular review of policies and Board Rules defined in C-12 (D11.1 Admin\_Reg\_C\_12 Previous Version). The previous process had called for District executive staff to review all Board rules on a triennial basis and to bring all proposed changes to the Board for approval. The procedure did not require the review of Board rules in instances when no changes were recommended. The recommendation from the visiting team stressed the need to revise the process to include a regular review even when no changes are recommended. In May 2016, administrative regulation C-12 was updated to include the provision that the Board review all policies on a triennial basis regardless of whether changes were recommended (D11.2 Admin Ref C 12). Specifically, the regulation indicates:

If the specified designee recommends that no changes be made to a particular rule or regulation, the rule will be noticed at the next scheduled Board meeting for subsequent affirmation. The next scheduled review period for that rule or regulation shall be calendared three years from the current year.

To ensure that all current Board Rules have been reviewed by the Board in the past three years, the Office of General Counsel provided all unchanged Board Rules for approval to the Board on December 7<sup>th</sup>, 2016 (D11.3 Board-Agenda December 7 2016 item C-5; D11.4 Board Minutes December 7 2016 ). To date, all Board Rules have been reviewed and approved by the Board at least once in the past three years, and the Office of General



Counsel will continue its practices of tracking the review of all policies and procedures to ensure that triennial reviews occur. (D11.5 Board Rule Tracking)

The District has also used this recommendation as an opportunity to improve all of its policies through a process of continuous quality improvement. The Office of Educational Programs and Institutional Effectiveness in consultation with the Office of General Counsel will be working toward the adoption of the Community College League of California model policies. The District has developed a crosswalk of the model policies to current policies beginning with Chapter 2 (D11.6 Example Crosswalk) and assigned the revision of District policies to appropriate consultation groups. The District plans on integrating the model policies over the course of the next 18 months and believes that these efforts will provide additional uniformity to the District policies and a greater ability to respond to legislative changes from the state.



# Appendix A

## Additional Supporting Evidence

### Recruitment

- [A2RT Recruitment](#)
- [Planning Documents](#)

### College Recommendation 1

- [Mission Statement](#)
- [Master Plans](#)

### College Recommendation 4

- [Student Satisfaction Data and Plans of Action](#)

### College Recommendation 6

- [Assessment of SS and Practices](#)
- [Outreach and Recruitment Materials \(Spanish Language\)](#)
  - <https://soundcloud.com/user-279611009/lasc-on-que-buena-1055>
  - <https://soundcloud.com/user-279611009/lasc-on-que-buena-1056>
- [SS Hours of Operation](#)

### [Other Supporting Evidence](#)