STANDARD I

G. Institutional Analysis Relative to Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Mission of Los Angeles Southwest College

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals and to become critical thinkers and socially responsive leaders. (I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan).

The College Council approved the mission statement on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.A.1-2: March 24, 2014 Academic Senate minutes; I.A.1-3: March 25, 2014 College Council minutes; I.A.1-4: January 28, 2015 LACCD Board of Trustees minutes).

Analysis and Evaluation

The College's mission does describe its broad educational purposes, which are appropriate to an institution of higher learning. Additionally, the mission statement describes the College's intended student population, and its commitment to student learning and student achievement.

Conclusion

The College does not meet all elements of this Standard. The College needs to address the fact that the mission statement does not describe the types of degrees and other credentials it

offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan
I.A.1-2: March 24, 2014 Academic Senate minutes
I.A.1-3: March 25, 2014 College Council minutes
I.A.1-4: January 28, 2015 LACCD Board of Trustees minutes

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Effectiveness in Accomplishing Mission

The College uses data is used in a myriad of ways to determine how effectively it is accomplishing its mission.

- The LASC Strategic Plan and the Campus Master Plans operationalize the mission into concrete goals, objectives, and activities. These plans were developed through an intensive examination of multiple data points.
- Further, each goal has a number of clear and easy-to-assess data measures that will be used to determine how much progress is being made (I.A.2-1: 2014-2020 LASC Strategic Plan).

Mission Used to Direct Priorities

These goals and data measures are infused throughout campus processes to ensure that they are being used to effectively direct institutional priorities.

- A week before each fall semester, the College holds a planning retreat, in which faculty, staff, administrators, and students analyze data on the College's progress towards its Strategic Goals (I.A.2-2: 2014 and 2015 Planning Retreat Materials). Through this analysis, the College has an annual assessment of how well it is accomplishing its mission. It can also identify areas that need to improve, and/or indicate specific objectives or priorities on which the College should focus for the coming year.
- In addition to the annual planning retreat, all instructional, student service, and administrative service programs complete an annual data-based program review.

- The College also annually reviews extensive student performance data to determine its institution-set standards. For the last two years, the College Strategic Planning Committee (SPC) has devoted the majority of its March meeting to reviewing student performance data and reviewing the College's institution-set standards (I.A.2-3: March 6, 2014, Strategic Planning Committee minutes, I.A.2-4: March 5, 2015, Strategic Planning Committee minutes, I.A.2-5: SPC Institution-Set Standard Data). The discussions in these meetings have been robust and have led to a number of other discussions about where there are opportunities for improvement. After the SPC votes to approve the standards, they are disseminated to the campus on the College website.
- In addition to these standardized annual processes, the Office of Institutional Effectiveness (OIE) regularly provides data and analysis to the College to inform decisions about how to best direct institutional priorities and resources. In 2014, OIE completed a re-design of its website. The redesigned site was developed using the Microsoft SharePoint platform, which allowed OIE to post and distribute college data and reports faster and easier. As a result, there are substantially more data available to the College, the community, and the public than ever before (I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage). The new site allows visitors to view the California Community Colleges Student Success Scorecard, the White House College Scorecard, and data from a number of other district, state, and federal sources. Further, a number of college-level data reports on the College's service area, student equity, and student outcomes are available. As a result, it has become a "one-stop shop" for data and analysis on how effectively the College is meeting its mission and how to best direct institutional resources and priorities to meet the educational needs of our students.

Analysis and Evaluation

Data is infused throughout campus practices and procedures and is regularly used to determine how well the College is accomplishing its mission. Further, it is used to improve upon processes that direct institutional priorities in meeting student educational needs. The revised course scheduling process that is discusses below, for example, uses data in a thoughtful manner to determine how the College will allocate its instructional budget.

In 2014, LASC's data-based program review process was revised to more closely link program data with program plans and budget allocation requests. Through this revised process, programs analyze program-specific data on how well they are meeting the goals of the Strategic Plan, develop plans for improvement, and request resources necessary for improvement (I.A.2-7: Instructional Program Review Datasheet; I.A.2-8: Instructional Program Review Form; I.A.2-9: Non-Instructional Program Review Datasheet, I.A.2-10: Non-Instructional Student Services Program Review Form).

Further, the revised process was streamlined so that data analysis was limited to those measures that directly align with the College Strategic Plan (I.A.2-11: April 29, 2014 Program Review Committee minutes; I.A.2-12: May 8, 2014 Program Review Committee

minutes; I.A.2-13: March 13, 2014 Program Review Committee minutes). This ensured that all programs were focusing on the areas that would move the College towards attaining its goals and mission. Moreover, all program reviews are now publically available on the website, thus improving the transparency of data, as well as the steps programs are taking to improve upon the data (I.A.2-14: Screenshot of Instructional Program Review Page).

To continuously ensure that the mission effectively directs institutional priorities, the College recently revised its course scheduling process to be much more strongly based on data. There were a number of inefficiencies in the previous scheduling process that made it possible for courses to be scheduled in a manner that did not best meet the educational needs of students. In the revised process, however, courses are scheduled in a way that balances student completion pathways with annual FTES funding and budgetary constraints. Departments create a five-semester plan that determines the upcoming semesters that each course in a completion pathway will be offered. When the College knows its FTES target and budget for the coming year, each department is then given a semester FTES target, a paid hours cap, and an extensive amount of scheduling data (I.A.2-15: Fall 2015 FTES targets; I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet). The targets and caps are determined through a mathematical model that uses prior FTES generated, prior paid hours expended, and prior instructional efficiency. Once the departments receive this data, they use an online worksheet to determine how many sections of each course they will offer in that semester (I.A.2-17: LASC Department Chair Course Scheduling Guide). This worksheet automatically calculates FTES and paid hours for each section and allows departments to schedule their courses in a way that balances their high-enrolling intro-level courses with lower-enrolling upper-level courses. As a result, a data-driven course schedule is developed each semester that meets student educational needs and complies with FTES funding and budgetary constraints. This process was first implemented for the fall 2015 semester. Its effectiveness will be evaluated in the 2015-2016 academic year.

Conclusion

The College meets the Standard.

Evidence

I.A.2-1: 2014-2020 LASC Strategic Plan
I.A.2-2: 2014 and 2015 Planning Retreat Materials
I.A.2-3: March 6, 2014, Strategic Planning Committee minutes
I.A.2-4: March 5, 2015, Strategic Planning Committee minutes
I.A.2-5: SPC Institution-Set Standard Data
I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage
I.A.2-7: Instructional Program Review Datasheet
I.A.2-8: Instructional Program Review Form
I.A.2-9: Non-Instructional Program Review Datasheet
I.A.2-10: Non-Instructional Student Services Program Review Form

I.A.2-11: April 29, 2014 Program Review Committee minutes
I.A.2-12: May 8, 2014 Program Review Committee minutes
I.A.2-13: March 13, 2014 Program Review Committee minutes
I.A.2-14: Screenshot of Instructional Program Review Page
I.A.2-15: Fall 2015 FTES targets
I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet
I.A.2-17: LASC Department Chair Course Scheduling Guide

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

<u>**Evidence of Meeting the Standard**</u>

Programs and Services

LASC's programs and services are aligned with its mission statement.

- The College's program review process ensures that all programs and services are aligned with the mission. A comprehensive program review is conducted every six years with shorter, focused annual reviews conducted each year in between.
- In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the Strategic Plan, and thus the college mission. For a more detailed description of this process, see the College response to Standard I.B.5 (I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle).

Decision-Making and Planning

LASC's mission guides institutional decision-making and planning.

- The mission is operationalized through the College's Strategic and Master Plans. The Strategic Plan takes the mission statement and translates it into five broad college wide goals.
- These goals are then further operationalized in the Campus Master Plans, which set out the specific activities that will be undertaken to meet the goals of the Strategic Plan, and thus ensure that we accomplish our mission (I.A.3-1: 2014-2020 LASC Strategic Plan).

Resource Allocation

LASC's mission guides resource allocation.

- The Strategic Plan and the mission also guide resource allocation. During the program review process, programs request resources that are necessary for them to meet their program goals. These requests are sent to the LASC Budget Committee for review and prioritization. Requests are prioritized using a rubric that assesses how well each request will further the college's progress towards its strategic goals (I.A.3-2: Budget Allocation Scoring Rubric).
- After all requests are prioritized, the highest-prioritized requests (i.e. those that are most closely aligned with the College mission and will further the College's progress towards its strategic goals) are funded, depending on the available College budget. For a more detailed description of this planning and budgeting process, see the College's response to Standard I.B.9.

Institutional Goals for Student Learning and Achievement

The College has established institutional goals for student learning and achievement.

- These goals can be found in the presentation of Student Achievement Data and Institutional-Set Standards section of the report.

Analysis and Evaluation

Through the College's integrated planning process, the College mission guides decision-making, planning, resource allocation, and informs institutional goals for student learning and achievement.

Conclusion

The College meets the Standard.

Evidence

I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle
I.A.3-2: 2014-2020 LASC Strategic Plan
I.A.3-3: Budget Allocation Scoring Rubric

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Widely Published

LASC ensures that the mission statement is widely published.

- The mission statement is published in the college catalog, the course schedule, the annual college profile, the 2014-2020 Strategic Plan, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, and in multiple locations on the college website (I.A.4-1: College Catalog; I.A.4-2: Course Schedule; I.A.4-3: Annual College Profile; I.A.4-4: 2014-2020 LASC Strategic Plan; I.A.4-5: Educational Master Plan; I.A.4-6: Facilities Master Plan; I.A.4-7: Technology Master Plan; I.A.4-8: College website screenshots).
- Further, many faculty, staff, and administrators have chosen to include the mission in the signature line of their campus email.
- The mission is also displayed on the College's "Jumbotron", which is a 15-foot-tall, LED-illuminated sign that faces the corner of Western Avenue and Imperial Highway. This ensures that all motorists, pedestrians, and community residents who pass through this busy intersection are aware of our mission (I.A.4-9: Photo of Mission Statement displayed on Jumbotron).

Reviewed and Updated

The College community reviews the College's mission statement regularly and updates the mission statement as necessary.

- LASC's mission statement is revised as needed to accurately reflect the College's broad educational purposes and service to the community.
- The process for this revision is documented in the College's Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014; the Academic Senate on March 25, 2014; and the LACCD Board of Trustees on January 28, 2015 (I.A.4-11: March 24, 2014 Academic Senate minutes; I.A.4-12: March 25, 2014 College Council minutes; I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes).

Analysis and Evaluation

The mission statement is periodically reviewed and updated as necessary. Once updated, the governing board approves it, and it is widely published.

Conclusion

The College meets the Standard. However, the College needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.A.4-1: College Catalog
I.A.4-2: Course Schedule
I.A.4-3: Annual College Profile
I.A.4-4: 2014-2020 LASC Strategic Plan
I.A.4-5: Educational Master Plan
I.A.4-6: Facilities Master Plan
I.A.4-7: Technology Master Plan
I.A.4-8: College website screenshots
I.A.4-9: Photo of Mission Statement displayed on Jumbotron
I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook
I.A.4-11: March 24, 2014 Academic Senate minutes
I.A.4-12: March 25, 2014 College Council minutes
I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

<u>Evidence of Meeting the Standard</u>

Dialog at the Department/Unit Level

Sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur at the department/unit level in multiple venues.

- First, discussions regularly occur in department meetings (I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes).
- Dialog occurs more systematically, however, in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Next, they discuss how well their program is meeting the needs of LASC students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year's program review (I.B.1-2: Instructional Program Review Guide).
- These program reviews are publicly available on the College website. Screenshots of SLO responses from a 2014 program review provide an example of this (I.B.1-3: Screenshots of SLO responses from 2014 program review). For a more detailed discussion of this program review process, see the College's response to Standard I.B.5.

Dialog at the Committee Level

At a broader level, dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is sustained throughout the College committee system.

- The College's SLO Committee, Student Success Committee, Strategic Planning Committee, Academic Senate, Distance Education, and College Council each meet monthly and discuss matters to ensure that continuous quality improvement is occurring in each of these areas (I.B.1-4: 2014-2015 College Committee Calendar; I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
- To illustrate, here are few recent examples of these committee discussions. On March 5, 2015, the Strategic Planning Committee spent the majority of their meeting in a dialog about institution-set standards. The committee reviewed and discussed student

achievement data from the last five years, the current institution-set standards, and whether to modify them or not (I.B.1-6: March 5, 2015 Strategic Planning Committee minutes). On April 14, 2015, the Academic Senate had a robust discussion about Student Learning Outcomes, and how to improve the College's strategy for ensuring that all courses are being regularly assessed (I.B.1-7: April 14, 2015 Academic Senate minutes). On October 20, 2014, the Distance Education Committee had an in-depth discussion about improving pedagogy in online classes (I.B.1-8: October 20, 2014 Distance Education Committee minutes).

- To further improve this dialog, the SLO committee has appointed SLO coordinators for each department. This facilitates an ongoing dialog between the SLO committee, academic departments, the Office of Academic Affairs, and the Office of Institutional Effectiveness. In addition, these coordinators/liaisons meet regularly with departments to help faculty craft effective and measurable SLOs, along with strategies to assess them. (I.B.1-9: April 21, 2015 SLO committee minutes). A similar approach to ensuring an ongoing dialog is the Strategic Planning Committee's appointment of liaisons for each campus committee. These committee liaisons provide monthly updates and continuity between the Strategic Planning Committee and subcommittees (I.B.1-10: October 2, 2014 SPC minutes).

Dialog at the College Level

At the college level, there are multiple events and meetings in which dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs.

- Each year, during the week before the fall semester, a campus-wide planning retreat is held. At this retreat, faculty, staff, administrators, and students review data on how well the College is progressing towards its strategic goals (I.B.1-11: 2014 Planning Retreat materials). They also discuss college- and program-level goals and plans for the coming year (I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
- During each fall and spring semester, the Professional Growth Committee organizes a FLEX Day at which faculty discuss a variety of issues related to improving student learning and achievement. In spring 2015, for example, the College hosted Dr. Bethanie Tucker from Aha Process, Inc., who held an interactive day-long workshop on understanding and engaging under-resourced college students. In addition to the workshop, faculty received a copy of Dr. Tucker's book on the same topic (I.B.1-12: Spring 2015 Flex day agenda). Two campus administrators received train-the-trainer certification to continue campus dialogue and service to support under-resourced students.
- The College also recently completed its Student Equity Plan (I.B.1-13: LASC Student Equity Plan). The process for developing the plan included extensive discussions about student equity across the campus. A Student Equity Planning Committee was convened as a subcommittee of the Student Success Committee. This group held a

Student Equity Retreat on May 2, 2014, in which faculty, staff, and administrators began frank and candid discussions about equitable outcomes for students on campus. Core groups were created that focused on specific equity outcomes, and continued meeting throughout the summer.

- At the fall 2014 college wide planning retreat, these groups presented their data and their plans for improving student equity. A presentation on student equity was also given at the Fall 2014 FLEX Day (I.B.1-14: Fall 2014 Flex Day agenda). The plan was presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the Fall 2014 semester (I.B.1-15: September 23, 2014 Academic Senate minutes; I.B.1-16: October 6, 2014 College Council minutes; I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes).

Analysis and Evaluation

Sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs regularly throughout all levels of the College.

Conclusion

The College meets the Standard.

Evidence

I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes
I.B.1-2: Instructional Program Review Guide
I.B.1-3: Screenshots of SLO responses from 2014 program review
I.B.1-4: 2014-2015 College Committee Calendar
I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook
I.B.1-6: March 5, 2015 Strategic Planning Committee minutes
I.B.1-7: April 14, 2015 Academic Senate minutes
I.B.1-8: October 20, 2014 Distance Education Committee minutes
I.B.1-9: April 21, 2015 SLO committee minutes
I.B.1-10: October 2, 2014 SPC minutes
I.B.1-11: 2014 planning retreat materials
I.B.1-12: Spring 2015 Flex Day agenda
I.B.1-13: LASC Student Equity Plan
I.B.1-14: Fall 2014 Flex Day agenda
I.B.1-15: September 23, 2014 Academic Senate minutes
I.B.1-16: October 6, 2014 College Council minutes
I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Defines SLOs

Los Angeles Southwest College is committed to student learning. As such, 100 percent of courses, programs, and student support services have defined SLOs.

Assesses SLOs

The College has developed a six-semester cycle that includes assessment and reassessment of SLOs.

- In 2010, the College developed a six-semester cycle of SLO assessment, analysis, implementation, and reassessment (I.B.2-1: LASC Six-Semester SLO cycle).
- Through this cycle, the College had ongoing assessment occurring in 83 percent of its courses, 61 percent of its programs, and 100 percent of it student learning and support activities (I.B.2-2: 2014 and 2015 ACCJC Annual Reports).
- The LASC SLO coordinator has established a timeline for fall 2015 courses to be assessed in order to achieve the 100 percent compliance in assessing all courses and programs (I.B.2-3: Fall 2015 SLO Assessment Timeline document).

Analysis and Evaluation

Student learning outcomes are defined and are in the process of being assessed. Although the College has had some recent difficulties in tracking SLO assessments, specific actions have been taken to overcome these difficulties and to ensure that they are unlikely to occur again in the future.

The changes to the SLO timeline and the SLO tracking system will further embed this process in the campus infrastructure and ensure that it is resistant to staff turnover.

Conclusion

The College does not meet all elements of this Standard. Although the College assesses its SLOs, it does not do so regularly.

Evidence

I.B.2-1: LASC Six-Semester SLO cycle
I.B.2-2: 2014 and 2015 ACCJC Annual Reports
I.B.2-3: Fall 2015 SLO Assessment Timeline document

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Establishes Standards

The College has established institution-set standards appropriate to its mission.

- In 2013, the first year that institution-set standards were required by the ACCJC, the institution-set standards were developed by taking a five year average of the outcomes of five measures:
    - Successful Student Course Completion Rate (i.e. Course Success Rate)
    - Student Degree Completion
    - Student Certificate Completion (excluding CSU GE and IGETC transfer certificates)
    - Student Transfer to 4-year Colleges and Universities (CSU and UC only)
    - State Licensure Exam Pass Rates
    - Job Placement Rates (this new required measure was added for the 2015 reporting period).

Assesses Achievement of Standards

LASC's Strategic Planning Committee regularly assesses how well it is meeting institution-set standards.

- In March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years (I.B.3-1: March 6, 2014, Strategic Planning Committee minutes; I.B.3-2: March 5, 2015, Strategic Planning Committee minutes).
- This examination has led to robust and candid discussions about how to improve student achievement. It should also be noted that the Strategic Planning Committee is composed of members from all major campus constituencies (I.B.3-3: 2014-2015 Strategic Planning Committee Member List). The varying viewpoints held by committee members from different constituencies have resulted in deep, textured conversations about the challenges our students face on the path to completion.
- Based on the data, committee discussion, and an evaluation of campus-wide changes that will impact student achievement (e.g. curricular changes, new programs, etc.), the committee votes to keep the standards as they are, or to modify them. For the most part, the committee has decided to set standards at 95 percent of the previous five-year average. This will ensure that student achievement will not fall below its current level while still allowing for year-to-year statistical fluctuations in the data.

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DE-Specific Standards

- The ACCJC Annual Report addresses the number of courses offered via distance education, the number of programs offered via distance education, the unduplicated headcount enrollment in all types of Distance Education, and Correspondence Education. As noted in the 2015 report, the College does not offer a Distance Education Program or Correspondence Education (2015 ACCJC Annual Report).

Publishes Information

LASC publishes information about the institution-set standards online.

- After the Strategic Planning Committee discusses and evaluates the institution-set standards, they are approved and posted on the Strategic Planning Committee website.

Analysis and Evaluation

Institution-set standards for student achievement have been established, and the College regularly assesses its performance against those standards. This information is published on the College website.

Conclusion

The College meets the Standard.

Evidence

I.B.3-1: March 6, 2014, Strategic Planning Committee minutes
I.B.3-2: March 5, 2015, Strategic Planning Committee minutes
I.B.3-3: 2014-2015 Strategic Planning Committee Member List
I.B.3-4: 2015 ACCJC Annual Report

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Uses Assessment Data

Both SLO assessment and student achievement data are incorporated into program review, which is an integral component of the College's planning and resource allocation process.

- In the program review process, programs analyze student learning and achievement data, provide an explanation for any trends observed, set objectives to improve upon the data, implement those objectives, request resources necessary to achieve them, and then evaluate them (I.B.4-1 LASC Participatory Decision Making and Integrated Planning Handbook).
- The College Budget Committee prioritizes resource requests using a rubric that assigns a higher weight to requests that support the College's Strategic Goals (I.B.4-2 LASC Budget Committee Budget Allocation Request Scoring Rubric; I.B.4-3: 2015-2016 Budget Allocation Request Prioritization). This process occurs annually, and ensures that the College's resources are allocated in a manner that supports student learning and achievement.
- Much more detail on the program review process can be found in the College's response to Standard I.B.5. More detail on the planning and budgeting process can be found in College's response to Standard I.B.9.

Organizes Processes

Assessment data are also used to organize processes to improve student learning and achievement.

- At a broader level, assessment and achievement data are used to develop the College mission, Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Master Plan.
- The mission sets the overall direction of the campus, which is then operationalized through the Goals of the Strategic Plan and the Objectives and Activities in the Master Plans. These plans are central in the organization of the College's institutional processes. For more detail, see the College's responses to Standard I.A.2 and Standard I.B.9.

Analysis and Evaluation

Assessment and achievement data are used to organize institutional processes to support student learning and achievement. The College Strategic and Master Plans are developed through an extensive analysis of data and guide and organize the College towards student learning and achievement.

All programs on campus complete program reviews, which are guided by these plans and include data analysis to determine how to improve program-level processes.

Conclusion

The College meets the Standard.

I.B.4-1: LASC Participatory Decision Making and Integrated Planning Handbook
I.B.4-2: LASC Budget Committee Budget Allocation Request Scoring Rubric
I.B.4-3: 2015-2016 Budget Allocation Request Prioritization
I.B.4-4: Los Angeles Southwest College Integrated Planning Cycle

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program Review

All instructional, student service, and administrative service programs are regularly reviewed to ensure that they are working to accomplish the College mission.

- A comprehensive program review is conducted every six years with a shorter, focused annual reviews conducted each year in between. In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.5-1: Instructional Program Review Datasheet; I.B.5-2: Program Review website screenshot).

Analysis of Quantitative and Qualitative Data

LASC analyzes both qualitative and quantitative data and disaggregates data by program type and mode of delivery.

- In the first step of the process, programs analyze program-specific and college-level data on measures that align directly with each goal of the Strategic Plan, and thus with the College mission. Enrollment and success data are disaggregated by ethnicity and gender, as well as by mode of delivery (I.B.5-3: Instructional Program Review Datasheet).
- Programs provide an explanation for the data and any trends observed. Next, they evaluate progress made on objectives that they developed in previous years. As a result of this evaluation and the analysis of their program data, they refine their previous year objectives, roll them over unchanged, or develop new objectives for the

coming year. In addition, programs respond to an extensive set of SLO questions each year (I.B.5-4: Screenshot of SLO Portion of Instructional Program Review).

- These questions are similar to those that are required on the ACCJC annual report, and are designed to elicit thoughtful program- and college-level discussions on how to improve student learning.

Analysis and Evaluation

All instructional, student service, and administrative service programs go through an annual program review and planning process. Programs analyze data, develop objectives to improve upon the data, request resources necessary to meet those objectives, and then evaluate the objectives.

Beginning in Spring 2014, the College evaluated and revised its program review process (I.B.5-5: March 13, 2014 Program Review Committee minutes; I.B.5-6: April 29, 2014 Program Review Committee minutes; I.B.5-7: May 8, 2014 Program Review Committee minutes). One of the major issues identified in this evaluation was the need to improve the transparency of the process. To address this need, LASC purchased the Microsoft SharePoint system in Summer 2014. Previously, program reviews were completed in Microsoft Word documents and were emailed between faculty initiators, department chairs, deans, and vice presidents. This led to a fairly closed system, which made it difficult to track programs' progress towards program review completion. The new online system allows anyone to view the status of every program review on the College website at any time.

The LASC Program Review Committee revised the program review form itself during the spring 2014 semester (I.B.5-8: March 13, 2014 Program Review Committee minutes; I.B.5-9: April 29, 2014 Program Review Committee minutes; I.B.5-10: May 8, 2014 Program Review Committee minutes). The committee spent multiple meetings evaluating the form. As a result of this evaluation, a number of changes were made. Redundancies and irrelevant portions of the program review were removed. Further, special attention was paid to creating a stronger link between program planning objectives and resource allocation requests. This resulted in a revised program review form that directly aligns College strategic goals, program objectives, and resource allocation requests. The Academic Senate approved this form on May 13, 2014 (I.B.5-11: May 13, 2014 Academic Senate minutes).

This online system also allows faculty and staff to easily view their objectives for the coming year. The revised form is broken into modules for each goal of the College strategic plan. After setting annual objectives for each goal of the strategic plan, programs can view a summary table of all their objectives for the coming year. In this summary table, they prioritize their objectives and associated resource requests. As a result, the College, the public, and all programs have 24/7 access to prioritized program objectives and resource requests.

This revised process was evaluated in fall 2014. A survey was sent to all program review faculty initiators, department chairs, deans, and vice presidents. The majority of respondents indicated that the online form was easy to use and that the revised process was more transparent than it was prior to the revision (I.B.5-12: 2014 Program Review Evaluation Report). In addition, the time required for programs to complete their program review was reduced substantially. In previous years, nearly all programs completed their reviews; however, many were submitted after the deadline. In the revised process, the vast majority of both instructional and non-instructional programs completed their program reviews on time. Thus, this revised process has addressed a number of College needs and ensures that programs are meeting the goals of the College Strategic Plan, and that the College is accomplishing its mission.

Conclusion

The College meets the Standard.

Evidence

I.B.5-1: Instructional Program Review Datasheet
I.B.5-2: Program Review website screenshot
I.B.5-3: Instructional Program Review Datasheet
I.B.5-4: Screenshot of SLO Portion of Instructional Program Review
I.B.5-5: March 13, 2014 Program Review Committee minutes
I.B.5-6: April 29, 2014 Program Review Committee minutes
I.B.5-7: May 8, 2014 Program Review Committee minutes
I.B.5-8: March 13, 2014 Program Review Committee minutes
I.B.5-9: April 29, 2014 Program Review Committee minutes
I.B.5-10: May 8, 2014 Program Review Committee minutes
I.B.5-11: May 13, 2014 Academic Senate minutes
I.B.5-12: 2014 Program Review Evaluation Report

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Disaggregates and Analyzes Learning Outcomes

The College has extensively analyzed disaggregated student achievement data for a number of years.

- In 2010, Los Angeles Southwest College joined the Achieving the Dream (ATD) initiative. This nationwide reform movement focuses specifically on closing achievement gaps for students who have been historically underrepresented in higher education. Through this effort, the College has analyzed data on student achievement for different groups, and has allocated resources to develop programs and services to meet the specific needs of these groups.
- Data disaggregation also occurs at the program level in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Then, they discuss how well their program is meeting the needs of our students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year's program review (I.B.6-8: Instructional Program Review Guide). For a more detailed discussion of this process, see the College's response to Standard I.B.5.
- The College also recently completed its Student Equity Plan (I.B.6-3: LASC Student Equity Plan). The process for developing the plan included an extensive analysis of disaggregated data, as well as discussions about student equity across the campus. A Student Equity Planning Committee was convened as a subcommittee of the Student Success Committee. This group held a student equity retreat on May 2, 2014, in which faculty, staff, and administrators examined disaggregated data and began frank and candid discussions about equitable outcomes for students on our campus. Core groups were created that focused on specific equity outcomes and continued meeting throughout the summer.

Implements Strategies to Address Performance Gaps

LASC has implemented several robust strategies to address performance gaps.

- ATD analyses demonstrated that male students of color were achieving outcomes at a substantially lower rate than female students. In response, the College developed The Passage Program, which specifically addresses the needs of under-prepared and under-resourced African American and Hispanic males. The program is an academic and student support service designed to increase the academic success of these students (I.B.6-1: Screenshot of Passage Program Webpage).
- Additional analyses of our service area demonstrated that our community is shifting from a predominantly Black population to a predominantly Hispanic population. In response, the College developed the Bridges to Success Program, which addresses the needs of the English as a Second Language student, as well as those students seeking to obtain American citizenship (I.B.6-2: Screenshot of Bridges to Success Webpage).
- At the fall 2014 college wide planning retreat, Student Equity Committee Core Groups presented their disaggregated data and their plans for improving student equity. A presentation on student equity was also given at the fall 2014 FLEX Day (I.B.6-4: Fall 2014 Flex day agenda). The disaggregated data and plan were presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the fall 2014 semester (I.B.6-5: September 23, 2014 Academic Senate

minutes; I.B.6-6: October 6, 2014 College Council minutes; I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes).

- As a result of this plan, resources have been allocated to ensure that all groups on campus achieve equitable outcomes. To increase Hispanic enrollment, the Outreach and Recruitment office hired multiple bilingual recruiters. In addition, marketing efforts have branched out to Spanish-language media. To improve outcomes for basic skills students, supplemental instruction and tutoring have been expanded into a larger number of high-enrollment, low-success courses.

Analysis and Evaluation

Student achievement data is regularly disaggregated and analyzed. These analyses have led to the College allocating resources in specific areas to ensure that low-performing groups receive the support they need to thrive. Further, the College has started the process of analyzing disaggregated SLO data and has allocated resources to better institutionalize this process.

With regard to disaggregating SLO data, the College is still in the early stages of the process. For this to occur fully, the College would need to capture SLO data at the student level (e.g. John Smith scored a 5 out of 6 on his assessment), link that data to the student's demographic information, and then analyze the results. However, our current process captures data and presents it in the aggregate (for example, 85 percent of students met the SLO benchmark). Further, the College is without a software system that would easily allow for student-level data to be entered and analyzed. This is a deficiency that the College has noted and is taking steps to address.

Conclusion

The College meets the Standard.

Evidence

I.B.6-1: Screenshot of Passage Program Webpage
I.B.6-2: Screenshot of Bridges to Success Webpage
I.B.6-3: LASC Student Equity Plan
I.B.6-4: Fall 2014 Flex day agenda
I.B.6-5: September 23, 2014 Academic Senate minutes
I.B.6-6: October 6, 2014 College Council minutes
I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

<u>**Evidence of Meeting the Standard**</u>

Instructional Programs

LASC regularly evaluates its instructional programs through an annual program review.

- All instructional, student service, and administrative service programs complete an annual program review. Instructional programs analyze student learning and achievement data, describe trends in the data, and develop objectives for improvement. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.7-1: Program Review website screenshot).

Student and Learning Support Services

In addition to program review, LASC uses several mechanisms to evaluate student and learning support services.

- Student service and administrative service programs analyze student achievement data, as well as responses to annual point-of-service surveys. The surveys are used to evaluate specific policies and practices in each student service and administrative service program.
- After an analysis of this data, these programs also develop objectives for improvement. These objectives often involve improving a specific aspect of the program's practices.
- Additional resources that are necessary to complete the objectives are requested by the program and prioritized by the Budget Committee using a rubric that gives a higher weight to requests that will further the College's Strategic Goals. Objectives are then implemented and their effectiveness is evaluated in the subsequent year's program review (I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook).
- For a detailed description of this process, please see the College's response to Standard I.B.5.

Resource Management

The College's management of resources is evaluated through regular financial audits.

- Certified Annual Financial Audits for 2012, 2013, and 2014 address resource management and effectiveness in supporting academic quality and accomplishment of mission.

Governance Processes

The College's governance processes are also regularly assessed for effectiveness.

- College committees submit a written self-evaluation of their work to the Strategic Planning Committee, College Council, and College President at the end of the academic year (I.B.7-3: Committee Self-Evaluation Form). This self-evaluation includes the committee's action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.
- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue. At the November 5, 2012 meeting of the College Council (I.B.7-4: November 5, 2012 College Council minutes) it was noted that there was overlap among some of the committees' charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve. To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.B.7-5: December 6, 2012 SPC minutes). This assessment was framed by the 2012-2013 LASC Functional Map document (I.B.7-6: LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.B.7-7: December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations (I.B.7-8: March 12, 2013 Academic Senate minutes; I.B.7-9: April 8, 2013 College Council minutes) in the spring of 2013.
- To ensure that College staff have a clear understanding of the governance process, The College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.

Analysis and Evaluation

Policies and practices are regularly evaluated through multiple mechanisms across the institution to ensure institutional effectiveness.

Conclusion

The College meets the Standard.

Evidence

I.B.7-1: Program Review website screenshot
I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook
I.B.7-3: Committee Self-Evaluation Form
I.B.7-4: November 5, 2012 College Council minutes
I.B.7-5: December 6, 2012 SPC minutes
I.B.7-6: LASC Functional Map
I.B.7-7: December 6, 2012 SPC minutes
I.B.7-8: March 12, 2013 Academic Senate minutes
I.B.7-9: April 8, 2013 College Council minutes

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Communicates Results

The College communicates results of assessment and evaluation activities through an array of means.

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports, are posted on the College website (I.B.8-1: Screenshot of Accreditation webpage). Upon completion, Self-Evaluations are presented to the Academic Senate, College Council, Board of Trustees, and are emailed to all faculty and staff (I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation; I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation; I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation; I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation and describes the College's broad goals (I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan; I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage). Upon its completion, it was presented to the Academic Senate, College Council, Board of Trustees, and was emailed to all faculty and staff (I.B.8-8: March 24, 2014, College Council minutes; I.B.8-9: March 25, 2014, Academic Senate minutes; I.B.8-10: January 28, 2015

LACCD Board of Trustees minutes; I.B.8-11: Strategic Plan email to LASC employees).

- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of both data and previous plans, and describe the activities that will be undertaken to ensure that the College reaches its Strategic Goals (I.B.8-12: Screenshot of Educational Master Plan webpage; I.B.8-13: Screenshot of Facilities Master Plan webpage; I.B.8-14: Screenshot of Technology Master Plan webpage).
- Since 2010, all completed program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program review data are posted on the site (I.B.8-15: Screenshot of old Program Review webpage; I.B.8-16: Screenshot of new Program Review webpage).
- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.B.8-17: Screenshot of SLO Committee webpage). The SLO Coordinator also gives regular updates on SLO assessments to the Academic Senate (I.B.8-18: April 24, 2015, Academic Senate minutes).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.B.8-19: Fall 2014 College Profile; I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.B.8-21: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.B.8-23: Screenshot of White House College Scorecard on OIE webpage).
- The College posts an Annual Security Report on its website, as required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (I.B.8-24: 2014 Campus Safety Report; I.B.8-25: Screenshot of Campus Safety webpage).

Analysis and Evaluation

Assessment and evaluation activities are broadly communicated through a variety of means. This ensures that the College has a shared understanding of its strengths and weakness and sets appropriate priorities.

Conclusion

The College meets the Standard.

Evidence

I.B.8-1: Screenshot of Accreditation webpage
I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation
I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation
I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation
I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation
I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan
I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage
I.B.8-8: March 24, 2014, College Council minutes
I.B.8-9: March 25, 2014, Academic Senate minutes
I.B.8-10: January 28, 2015 LACCD Board of Trustees minutes
I.B.8-11: Strategic Plan email to LASC employees
I.B.8-12: Screenshot of Educational Master Plan webpage
I.B.8-13: Screenshot of Facilities Master Plan webpage
I.B.8-14: Screenshot of Technology Master Plan webpage
I.B.8-15: Screenshot of old Program Review webpage
I.B.8-16: Screenshot of new Program Review webpage
I.B.8-17: Screenshot of SLO Committee webpage
I.B.8-18: April 24, 2015, Academic Senate minutes
I.B.8-19: Fall 2014 College Profile
I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage
I.B.8-21: Screenshot of College Data and Reports webpage
I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage
I.B.8-23: Screenshot of White House College Scorecard on OIE webpage
I.B.8-24: 2014 Campus Safety Report
I.B.8-25: Screenshot of Campus Safety webpage

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Integrated Planning Cycle

Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link to one another in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation.

- The components of the College's integrated planning cycle are listed below (I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle):
  - **Mission Statement -** Describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
  - **Strategic Plan** - Articulates how the College plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the College.
  - **Master Plans** - The three Master Plans: (1) Education Master Plan, (2) Technology Master Plan, and (3) Facilities Master Plan, and Campus Plans: describe the institutional objectives and activities that will be undertaken to achieve the college's Institutional Goals as articulated in the Strategic Plan.
  - **Program Reviews and Program Plans** - Program Reviews and Program Plans describe how each program will contribute to the achievement of the institutional goals and the strategic objectives developed in the three Master Plans.
  - **Integrated College Operational Plan** - The Integrated College Operational Plan (ICOP) draws from the Master Plans and Program Plans. It includes measurable objectives and activities, which can be accomplished within a 12-month period.
  - **Resource Allocation** - Resources are prioritized and allocated based on college wide and program plans.
  - **Implementation** – The College implements college wide and program plans by completing the activities identified in the Integrated College Operational Plan (ICOP).
  - **Evaluation** - The College evaluates its progress in meeting its Institutional Goals and Objectives and completing the activities identified in the ICOP. The college also evaluates the planning and decision-making processes in its integrated planning cycle.
- The results of these assessments lead to improvements in the College's services to its students. The entire planning process is guided by the higher-level plans of the State of California Community College Chancellor's Office and the Los Angeles Community College District.

Short- and Long-Range Needs

LASC's institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

- LASC's integrated planning process includes both long-term (i.e. six-year, I.B.9-2: L.A. Southwest College Six-Year Planning Cycle) and short term (i.e. annual, I.B.9-3: L.A. Southwest College Annual Planning Cycle) goals, activities, and measures (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook).

- The long-term elements include the mission statement, strategic plan, and the master plans (I.B.9-5: 2014-2020 LASC Strategic Plan).
- The annual elements of this process include program reviews and program plans, the integrated college operational plan, resource allocation, implementation, and evaluation.
- At the first step in the annual process, every instructional, student service, and administrative service program completes a program review and program plan. Programs analyze data, provide a narrative about it, and then develop measurable objectives to improve the data. If additional resources are necessary to meet those objectives, they are requested through this process. Programs cannot request additional resources unless they are tied to a specific program objective. An example of this is an excerpt from the Child Development Program's 2014-2015 annual program review (I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart; I.B.9.7: Screenshot of Child Development Annual Program Review Explanation of Findings; I.B.9-8: Screenshot of Child Development Annual Program Review Objectives).
- After program reviews and plans have been completed, the program objectives are summarized in the Integrated College Operational Plan (ICOP). An annual planning retreat is held each year during the week before the fall semester. At this retreat, the ICOP is augmented with the activities and strategies from the campus master plans that the College believes are the most important for the coming year. After this step, the ICOP is completed, and contains all annual college and program planning objectives and strategies for the year (I.B.9-9: 2015-2016 Integrated College Operational Plan).
- The budget allocation requests from program reviews and program plans are sent to the LASC Budget Committee. This committee prioritizes these requests using a rubric that assesses how well each request will further the college's progress towards its strategic goals (I.B.9-10: Budget Allocation Scoring Rubric).
- Depending on the available college budget, the highest-prioritized requests then receive funding (I.B.9-11: 2015-2016 Budget Allocation Request Prioritization).
- The program and college objectives are then implemented. After implementation, programs evaluate the effectiveness of their objectives and activities in the next year's program review. The college wide goals and activities are evaluated at the next annual planning retreat. As a result of those evaluations and of an analysis of data, programs then continue work on their objectives, or they develop new objectives. Thus, an ongoing cycle of data analysis, planning, resource allocation, implementation, and evaluation occurs annually and ensures that the College is working effectively to meet both its short-term and long-term goals.

Analysis and Evaluation

Program review, planning, and resource allocation are integrated into a comprehensive planning process that ensures that the College accomplishes its mission. Long-term and

short-term planning processes are in place and they link together in a way that ensures that the College can meet the needs of its educational programs and services.

Work has also been done recently to improve communication of this process throughout the campus. A survey of 2014-2015 program review participants found that 42 percent of respondents did not fully understand how program review budget requests were prioritized for funding (I.B.9-12: 2014 Program Review Evaluation Report). To better communicate these processes, a revised Participatory Decision-Making & Integrated Planning Handbook was created in Spring 2015 (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook). This Handbook replaced the prior 2011 Handbook. The revised version contains much more information than its predecessor, and it also includes many more diagrams and graphics. As a result, it is much easier to read and understand than the 2011 version. It is posted on the Strategic Planning Committee website, and should serve as a valuable resource for years to come.

Conclusion

The College meets the Standard.

Evidence

I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle
I.B.9-2: L.A. Southwest College Six-Year Planning Cycle
I.B.9-3: L.A. Southwest College Annual Planning Cycle
I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook
I.B.9-5: 2014-2020 LASC Strategic Plan
I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart
I.B.9-7: Screenshot of Child Development Annual Program Review Explanation of Findings
I.B.9-8: Screenshot of Child Development Annual Program Review Objectives
I.B.9-9: 2015-2016 Integrated College Operational Plan
I.B.9-10: Budget Allocation Scoring Rubric
I.B.9-11: 2015-2016 Budget Allocation Request Prioritization
I.B.9-12: 2014 Program Review Evaluation Report

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

<u>Evidence of Meeting the Standard</u>

Information on Campus Website

The College website contains a vast amount of information, and is updated with pertinent information in a timely manner (I.C.1-1: Screenshot of LASC website).

The majority of information on the website is publicly accessible, including the following:
- The College's current accreditation status, and all accreditation reports since 2006
- The College Mission Statement and Strategic Plan
- Educational Master Plan, Facilities Master Plan, Technology Master Plan
- Course, program, and institutional learning outcomes
- Hours of operation and information about student support services
- Degree, Certificate, and Transfer requirements
- Student achievement data
- CCCCO Student Success Scorecard
- White House College Scorecard
- The College Catalog
- Course Schedules
- Program reviews from all instructional and non-instructional programs
- The College's Annual Security Report

Assures Clarity, Accuracy, and Integrity of Information

LASC regularly reviews all information that is published in order to assure clarity, accuracy, and integrity of information.

- The College Public Information Officer regularly reviews and updates the information on the website. In addition, he oversees the information that is posted on the College "Jumbotron," which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.
- A Catalog Committee reviews the College Catalog annually. This committee includes faculty, staff and administrators who work in conjunction with departments and deans

to ensure the accuracy of the catalog information (I.C.1-2: 2014-2015 College Catalog).

- The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is finalized and posted to the website. A daily open class list is published on the College website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each class (I.C.1-3: Fall 2015 Open Class List). If classes are added or cancelled after the publication of the PDF schedule, this list will automatically update to display the most up-to-date information.

Gives Information on Accreditation Status

LASC gives accurate information to students and the public about its accreditation status.

- The College's current accreditation status and all accreditation reports since 2006 are publicly available on LASC's website

Analysis and Evaluation

The College conveys accurate and pertinent information to students and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.1-1: Screenshot of LASC website
I.C.1-2: 2014-2015 College Catalog
I.C.1-3: Fall 2015 Open Class List

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence of Meeting the Standard

Facts, Requirements, Policies, and Procedures

Los Angeles Southwest College annually produces an online catalog for students and prospective students. It can be easily accessed through the College website (1.C.2-1: Screenshot of College Catalog Link on College Website).

The online catalog includes all necessary facts, requirements, policies, and procedures listed in the ACCJC's Catalog Requirements.

- The table below shows where each of the ACCJC Catalog Requirements can be found in the 2015-2016 College Catalog (1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog):

Location of ACCJC Catalog Requirements in the 2015-2016 Los Angeles Southwest College Catalog	
1. General Information	**Page(s)**
Official Name, Address, Telephone Number and Website Address of the Institution	2
Educational Mission	2
Representation of accredited status with ACCJC	15
Representation of accredited status with programmatic accreditors	15
Course Offerings	125
Program and Degree Offerings	55
Student Learning Outcomes for Programs and Degrees	59-100
Academic Calendar	4
Program Length	59-100
Academic Freedom Statement	215
Available Student Financial Aid	41-54
Available Learning Resources	189
Names and Degrees of Administrators and Faculty	225-236
Names of Governing Board Members	224
2. Requirements	
Admissions	19
Student Tuition, Fees, and Other Financial Obligations	21-24
Degrees, Certificates, Graduation, and Transfer	57
3. Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	210-220
Nondiscrimination	212
Acceptance and Transfer of Credits	109
Transcripts	24-25
Grievance and Complaint Procedures	221
Sexual Harassment	213
Refund of Fees	24
4. Locations or Publications Where Other Policies may be Found	181-210

Analysis and Evaluation

Los Angeles Southwest College provides an online catalog to students and prospective students that contains all ACCJC Catalog Requirements.

Conclusion

The College meets the Standard.

Evidence

1.C.2-1: Screenshot of College Catalog Link on College Website
1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Communication to Students and the Public

Information about academic quality is publicly available on the College website for current and prospective students and the public.

Assessment of Student Learning and Evaluation of Student Achievement

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports are posted on the College website (I.C.3-1: Screenshot of Accreditation webpage).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College's broad goals (I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan; I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage).
- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of data and previous plans and describe the activities that will be undertaken to ensure that the College reaches its goals (I.C.3-4: Screenshot of Educational Master Plan webpage; I.C.3-5: Screenshot of Facilities Master Plan webpage; I.C.3-6: Screenshot of Technology Master Plan webpage).
- Since 2010, all program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program-level student achievement data are posted on the site (I.C.3-7: Screenshot of old Program Review webpage, I.C.3-8: Screenshot of new Program Review webpage).

- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.C.3-9: Screenshot of SLO Committee webpage).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.C.3-10: Fall 2014 College Profile; I.C.3-11: Screenshot of OIE webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.C.3-12: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.C.3-14: Screenshot of White House College Scorecard on OIE webpage).

Analysis and Evaluation

The College documents assessments of student learning and evaluation of student achievement, which are used to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.3-1: Screenshot of Accreditation webpage
I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage
I.C.3-4: Screenshot of Educational Master Plan webpage
I.C.3-5: Screenshot of Facilities Master Plan webpage
I.C.3-6: Screenshot of Technology Master Plan webpage
I.C.3-7: Screenshot of old Program Review webpage
I.C.3-8: Screenshot of new Program Review webpage
I.C.3-9: Screenshot of SLO Committee webpage
I.C.3-10: Fall 2014 College Profile
I.C.3-11: Screenshot of Office of Institutional Effectiveness webpage
I.C.3-12: Screenshot of College Data and Reports webpage
I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage
I.C.3-14: Screenshot of White House College Scorecard on OIE webpage

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Online Catalog Description of Certificates and Degrees

The College's primary tool for disseminating information about certificates and degrees is the online catalog.

- Each degree and certificate that the College offers is described in detail in the catalog. Information about their purpose, content, course requirement, and expected learning outcomes is included (1.C.4-1: 2015-2016 Los Angeles Southwest College Catalog).
- An example of this can be seen in a screenshot of the description of the Associate of Arts (AA) degree in Administration of Justice (I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice).

Los Angeles Community College District Website

In addition, program and course information is publicly available through the Los Angeles Community College District's Electronic Curriculum Development system.

- This system is accessible at http://ecd.laccd.edu, and allows anyone to search the requirements for any program or course offered at the College.

Analysis and Evaluation

All certificates and degrees are described in the college catalog in terms of their purpose, content, course requirements, and expected learning outcomes.

Conclusion

The College meets the Standard.

Evidence

I.C.4-1: 2015-2016 Los Angeles Southwest College Catalog
I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice

1.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Institutional Policies

LASC regularly evaluates its institutional policies to assure integrity.

- College committees submit a written self-evaluation of their work to the Strategic Planning Committee (SPC), College Council, and College President at the end of the academic year (I.C.5-1 Committee Self-Evaluation Form). This report includes the committee's action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.
- The College community also reviews the College's mission statement regularly. It is revised as needed to accurately reflect the College's broad educational purposes and service to the community. The process for this revision is documented in the College's Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.C.5-8: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014; the Academic Senate on March 25, 2014; and the LACCD Board of Trustees on January 28, 2015 (I.C.5-13: March 24, 2014 Academic Senate minutes; I.C.5-14: March 25, 2014 College Council minutes; I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes).

Procedures

LASC also regularly evaluates its procedures to ensure integrity.

- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue.
- At the November 5, 2012 meeting of the College Council (I.C.5-2 November 5, 2012 College Council minutes) it was noted that there was overlap among some of the committees' charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve.
- To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.C.5-3 December 6, 2012 SPC minutes).

This assessment was framed by the 2012-2013 LASC Functional Map document (I.C.5-4 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.C.5-5 December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations in spring 2013 (I.C.5-6 March 12, 2013 Academic Senate minutes and I.C.5-7 April 8, 2013 College Council minutes).

- To ensure that College staff members have a clear understanding of the governance process, the College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.
- Through the program review process, the College evaluates the effectiveness of its educational programs and services. Annual surveys are performed in every student support service office to evaluate how well the procedures employed by those offices meet student needs. Students respond to questions about the hours of operation, the level of service they received, and their reason for visiting the office (I.C.5-9 Student Services program review surveys).
- This information is then evaluated by the student support services in their program review to determine how well their policies and procedures meet student needs, and the mission of the College. Instructional programs analyze data on student learning and achievement, and develop objectives to ensure that students meet their educational goals (I.C.5-10 Instructional program review guide).

Publications

Additionally, the campus website and campus publications are regularly reviewed.

- The College Public Information Officer (PIO) regularly reviews and updates the information on the website.
- In addition, the PIO oversees the information that is posted on the College "Jumbotron," which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.
- A Catalog Committee reviews the College Catalog annually. This committee includes faculty, staff and administrators who work in conjunction with departments and deans to ensure the accuracy of the catalog information (I.C.5-11: 2014-2015 College Catalog).
- The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is posted to the website. A daily open class list is published on the College website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each one (I.C.5-12: Fall 2015 Open Class List). If classes are added

or cancelled after the publication of the PDF class schedule, this list will automatically update to display the most up-to-date and accurate information.

Analysis and Evaluation

Institutional policies, procedures, and publications are regularly reviewed to ensure integrity in all representations of its mission, programs, and services.

Conclusion

The College meets the Standard.

Evidence

I.C.5-1 Committee Self-Evaluation Form
I.C.5-2 November 5, 2012 College Council minutes
I.C.5-3 December 6, 2012 SPC minutes
I.C.5-4 LASC Functional Map
I.C.5-5 December 6, 2012 SPC minutes
I.C.5-6 March 12, 2013 Academic Senate minutes
I.C.5-7 April 8, 2013 College Council minutes
I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook
I.C.5-9 Student Services program review surveys
I.C.5-10 Instructional program review guide
I.C.5-11: 2014-2015 College Catalog
I.C.5-12: Fall 2015 Open Class List
I.C.5-13: March 24, 2014 Academic Senate minutes
I.C.5-14: March 25, 2014 College Council minutes
I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Tuition and Fees

LASC accurately informs current and prospective students of the cost of tuition and fees through the college catalog and course schedule.

- First, the college catalog contains a multiple-page description of tuition and required fees (1.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24). It also describes the process for tuition and fee refunds.

- Second, the course schedule includes a worksheet for students to calculate their tuition and fees, based on the courses in which they are planning to enroll (1.C.6-2: fall 2015 Course Schedule, page 21).

Other Required Expenses

LASC informs students of other required expenses, including textbooks and other instructional materials.

- Textbook costs vary from course to course and from year to year, depending on multiple factors (i.e. edition of book, instructor, etc.). When students receive a syllabus on the first day of class, it details the textbook(s) required.
- Students can then find the cost of both the new and used versions of the book on the Los Angeles Southwest College Bookstore website (1.C.6-3: Screenshot of LASC Bookstore website).
- Any costs for additional instructional materials are displayed in the course schedule each semester (1.C.6-4: Spring 2015 Course Schedule Screenshot, Child Development 7 Materials Fee).

Career/Technical Program Cost of Education

LASC also communicates total cost of education through CTE gainful employment disclosures on the CTE website.

- Finally, the College posts federally-mandated gainful employment disclosures each year for its career/technical programs on its Career Technical Program website (1.C.6-5: Screenshot of CTE Department Gainful Employment webpage).
- This information includes the total cost of education for each career/technical program offered by the College (1.C.6-6: Screenshot of Gainful Employment Disclosure).

Analysis and Evaluation

Accurate information on the total cost of education is available to current and prospective students in the college catalog, course schedule, bookstore website, and in gainful employment disclosures.

Conclusion

The College meets the Standard.

Evidence

1.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24
1.C.6-2: Fall 2015 Course Schedule, page 21
1.C.6-3: Screenshot of LASC Bookstore website
1.C.6-4: Screenshot of Spring 2015 Course Schedule, Child Development 7 Materials Fee
1.C.6-5: Screenshot of CTE Department Gainful Employment webpage
1.C.6-6: Screenshot of Gainful Employment Disclosure (this

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Uses Governing Board Policies

In order to assure institutional and academic integrity, LASC uses the LACCD Board of Trustees policy on academic freedom and responsibility.

- The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Rule 15002 affirms the Board of Trustees' commitment to academic freedom, and recognizes "that academic freedom ensures a faculty's right to teach and the student's right to learn" (I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002).
- This Board Rule is published on the Los Angeles Community College District Board of Trustees website (I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage).

Publishes Governing Boards Policies

LASC widely publishes governing board policies on academic freedom and responsibility.

- A statement on academic freedom is included in the college catalog (I.C.7-3: Page 215 of 2015-2016 College Catalog). Specifically, Los Angeles Southwest College affirms that "faculty and administrators will maintain an environment in which there is freedom to learn."
- To assure communication with students and faculty, the College Catalog on the LASC Website includes the Los Angeles Community College District educational philosophy, Board Rules, and administrative principles.
- To better ensure Los Angeles Southwest College continues efforts to make clear the institution's commitment to the free pursuit and dissemination of knowledge, the

Institution's mission statement, core values, and vision statement have given homage to the College's history and its desired connection with the community (I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan).

- The electronic College Catalog clearly articulates the importance of academic freedom and integrity.
- Article 4 of the Los Angeles Faculty Guild, Local 1521 Contract also includes a statement on academic freedom (I.C.7-5: Faculty AFT Contract). This contract is available on the Los Angeles Community College District website (I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage).

Analysis and Evaluation

Governing board policies on academic freedom and responsibility are used and published.

Conclusion

The College meets the Standard.

Evidence

I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002
I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage
I.C.7-3: Page 215 of 2015-2016 College Catalog
I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.7-5: Faculty AFT Contract Article 4
I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Establishes Clear Policies and Procedures

The Los Angeles Community College Board of Trustees has a formal policy on academic honesty and integrity.

- Section IX, Article VIII of the LACCD Board Rules states the established expectations for conduct on campus, including honesty, responsibility, academic integrity, student behavior, academic honesty, and the consequences for dishonesty (I.C.8-1: LACCD Board Rules Section IX, Article VIII).

- These policies apply to all constituencies and are posted on the LACCD website (I.C.8-2: Screenshot of LACCD Board Rules Webpage).
- Further, they are documented in the college catalog (I.C.8-3: Pages 215-220 of 2015-2016 College Catalog).

Publishes Clear Policies and Procedures

The College's policies and procedures on honesty, responsibility, and academic integrity are published in several places.

- The publication and implementation of the College's policies and procedures as it relates all matters of institutional integrity begins in the section titled, "District Policies, Student Conduct, and Grievance/Complaint Procedures." In compliance with Federal, State and LACCD Board Rules, Los Angeles Southwest College provides the students, faculty, staff and community complete disclosure of all governing policies and procedures within the College Catalog.
- The Colleges publishes the Standards of Student Conduct to inform students of rights and responsibility as active participants within the campus community. Within this section, student behavior, including academic honesty and the process for violating academic honesty, is detailed.

Analysis and Evaluation

Policies and procedures are established and published to promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Conclusion

The College meets the Standard.

Evidence

I.C.8-1: LACCD Board Rules Section IX, Article VIII
I.C.8-2: Screenshot of LACCD Board Rules Webpage
I.C.8-3: LASC College Catalog 2015-2016, pages 215-220

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The faculty of Los Angeles Southwest College are expected to be professional at all times and distinguish between their personal convictions and professionally accepted views when they are providing instruction to students.

- In keeping with Board Rule 1201 Core Values, the District (Colleges) will provide its students with Access and Opportunity, Excellence and Innovation, Equity, and Free Inquiry through instruction and the campus community (I.C.9-1: Board Rule 1201 Core Values).
- In addition to the Districts Core Values, the District has an Ethics Code that speaks to ethical behavior, and directs all faculty to abide by this code, which speaks to Academic Rights and Responsibilities, such as critical self-discipline and judgment and the practice of intellectual honesty (I.C.9-2: Board Rule 1204.11 Ethical Behavior).
- As part of the faculty evaluation process as outlined in the faculty *Agreement*, students have an opportunity to participate in the evaluation of a faculty member. This opportunity allows students to express any concerns they may have about the faculty member's professionalism, objectiveness, fairness or any other traits the students would like to express (I.C.9-3: Student Evaluation Form).

Analysis and Evaluation

By and large, faculty present their materials and lectures in an academic, professional manner; furthermore, students feel valued and respected and are encouraged to participate and engage in class discussions.

Conclusion

The College meets the Standard.

Evidence

I.C.9-1: Board Rule 1201 Core Values
I.C.9-2: Board Rule 1204.11 Ethical Behavior
I.C.9-3: Student Evaluation Form

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Prior Notice of Codes of Conduct

The College provides clear prior notice of the Los Angeles Community College Board of Trustees formal policy on ethical conduct.

- The Los Angeles Community College Board of Trustees has a formal policy on ethical conduct. Section I, Article II. 1204.13 details the ethical standards to which District employees shall adhere (I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13).
- This information is posted on the LACCD website. The Employer/Employee Relations Handbook provides the steps for employee discipline that may include violations of the standards for conduct (I.C.10-2: Employer/Employee Relations Handbook).
- Los Angeles Southwest College also has a student code of conduct, which is published on page 215 of the 2015-2016 College Catalog (I.C.10-3: 2015-2016 College Catalog).

Prior Notice of Specific Beliefs

Los Angeles Southwest College is a non-sectarian institution and as a public community college, does not seek to instill specific beliefs or worldviews.

Analysis and Evaluation

Codes of conduct for faculty and students are published in the College Catalog, and in the LACCD Board of Trustees Board Rules on the LACCD website.

Conclusion

The College meets the Standard.

Evidence

I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13
I.C.10-2: Employer/Employee Relations Handbook
I.C.10-3: 2015-2016 College Catalog

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not offer curricula in foreign locations to non-U.S. students.

Analysis and Evaluation

Not applicable.

Evidence

Not applicable.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Agrees to Comply

The College complies with all Commission standards, policies, and guidelines.

- Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationship with the Commission.
- The College also complies with requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes.

Responds to Meet Requirements

The College has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges.

- In 2012, the Commission indicated that the College must correct two recommendations by March 2013 to comply with the Department of Education's two-year rule (I.C.12-3: 2012 Commission Action Letter). Both of these recommendations were corrected and resolved in the College's 2013 Follow-Up Report (I.C.12-4: 2013 Commission Action Letter).

- All other recommendations from the 2012 Self-Study were resolved in the 2013 Follow-Up Report and/or the 2014 Follow-Up Report (I.C.12-4: 2013 Commission Action Letter; I.C.12-5: 2014 Commission Action Letter).
- Thus, all recommendations from 2012 were resolved within the two-year time period set by the Commission.

Discloses Information

LASC communicates accurate information about matters of educational quality and institutional effectiveness to the public.

- LASC utilizes its website to post accreditation information. There is an easily visible link to the College's accreditation webpage from the College homepage (I.C.12-1: LASC Homepage Screenshot).
- Once on the accreditation webpage, any member of the public has access to all College accreditation reports since the 2006 Self-Study (I.C.12-2: LASC Accreditation Webpage Screenshot).

Analysis and Evaluation

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of accreditation changes. The College also responds to requirements within a time period set by the Commission, and also discloses information required by the Commission.

Conclusion

The College meets the Standard.

Evidence

I.C.12-1: LASC Homepage Screenshot
I.C.12-2: LASC Accreditation Webpage Screenshot
I.C.12-3: 2012 Commission Action Letter
I.C.12-4: 2013 Commission Action Letter
I.C.12-5: 2014 Commission Action Letter

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Complies with Regulations and Statutes

Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationships with external agencies and that it complies with regulations and statutes. For example:

- Los Angeles Southwest College accurately and honestly describes its accreditation status to the public and other accrediting agencies (I.C.13-1: Screenshot of the accreditation webpage).
- In addition to the ACCJC, the College maintains relationships with various outside accrediting agencies and certifying agencies such as the California Board of Registered Nursing (BRN) for the Nursing Program (I.C.13-2: Letter from the BRN of Accreditation Status).
- Furthermore, the career technical programs that have professional advisory committees meet on a monthly or quarterly basis. The membership of these committees includes Los Angeles Southwest College faculty and community industry partners (I.C.13-3: Membership Lists, and/or minutes from advisory committees).
- The College's Financial Aid Office cooperates with the U.S. Department of Education to comply with the Title IV regulations (I.C.13-4: U.S Department of Education Letter).

Describes Itself in Consistent Terms

- The accreditation status of the College is consistently posted on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).

Communicates Changes

- Any changes to the accreditation status of the College are communicated to the campus community and the public by posting it on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).

Analysis and Evaluation

Los Angeles Southwest College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College also describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.13-1: Screenshot of the accreditation webpage
I.C.13-2: Letter from the BRN of Accreditation Status
I.C.13-3: Lists, and/or minutes from advisory committees
I.C.13-4: U.S Department of Education Letter

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Los Angeles Southwest College has a clearly articulated mission statement, which describes the primary reason for the College's existence:

> *In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.* (I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan)

- This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the College offers. The mission statement is paramount to all other objectives.
- The College's commitment to its educational mission is further reinforced in the goals and objectives of the College's 2014-2020 Strategic Master Plan.

Analysis and Evaluation

The mission statement clearly articulates that the primary commitment of the College is to a high quality education, student achievement, and student learning.

Conclusion

The College meets the Standard.

Evidence

I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan