The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.

INSTITUTIONAL SELF-STUDY REPORT
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Comprehensive Institutional Self-Study Report

SUBMITTED BY:
LOS ANGELES SOUTHWEST COLLEGE
1600 WEST IMPERIAL HIGHWAY
LOS ANGELES, CA 90047

SUBMITTED TO:
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JANUARY 2012
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LASC 2012 Self-Study
Certification of the Institutional Self Study Report

Los Angeles Southwest College – December 14, 2011

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

From: Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Dr. Jack E. Daniel III, President, Los Angeles Southwest College

Miguel Santiago, President, Los Angeles Community College District Board of Trustees

Dr. Daniel Walden, Accreditation Liaison Officer

Luciano Morales, President of Associated Students Organization

Alfred Reed, Jr., Academic Senate President, Los Angeles Southwest College

Dr. Sandra Lee, LASC Chapter President, AFT College Faculty Guild-1521

Dr. Elmer Bugg, LASC Chapter Chair, Teamsters Local 911

Debbie Odom, Local 721 Supervisory

Linda Fox, Chapter Chair, AFT College Staff Guild-1521A

Nicolas Crown, Local 45 Crafts

Christizann Ozan, Local 99 SEIU
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ALL EVIDENCE CITED IS ON THE ACCOMPANYING FLASH DRIVE
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Introduction
INTRODUCTION

HISTORY OF INSTITUTION

Los Angeles Southwest College (LASC) was founded in February 1967 as a result of the 20-year vision of a group of dedicated community activists. Located in south Los Angeles, LASC is one of the newest and smallest colleges of the nine-college Los Angeles Community College District.

The college is located on a 78-acre site on West Imperial Highway in an unincorporated section of Los Angeles County. LASC officially opened its doors on September 11, 1967 with 600 students and 22 full-time faculty members. Classes were held in 13 temporary bungalows that were military housing during World War II. The original campus was comprised of a library, administrative offices, and learning laboratories.

In the 1970s, the college erected four permanent buildings. The discovery of earthquake faults in 1991 caused the demolition of two buildings in 1994. As a result, many of the college’s programs returned to locations in the original bungalows. The college replaced much of the demolished space with a state-of-the-art athletic complex, a technical education building, and a lecture/laboratory building.

In 2003, the college developed a facilities master plan and as part of that process it discovered that a large portion of the 78 acres site is not suitable for building. In spite of the earthquake challenges, the college is in the midst of construction growth. With the passage of three bonds, Prop A in 2001, Prop AA in 2003, and Measure J in 2008, the college now has the resources to build out the campus.

Proposition A and Proposition AA funded renovations and physical expansion between 2005 and 2009 that included a new lecture building, a comprehensive child development center, a new security building, a new stadium and field house, a new student services building, and a central plant. With the passage of Measure J, the college will complete the campus build-out with a new arts and humanities center, a new career technical education building, a modernized library, a state-of-the-art floor dedicated to computer sciences, and a new administration annex. Through a construction partnership with the Los Angeles Unified School District, Middle College High School will also have a new facility on the college campus.
SERVICE AREA AND COLLEGE DEMOGRAPHICS

The Los Angeles Southwest College service area is defined by the following thirteen zip codes: 90002, 90003, 90044, 90047, 90059, 90061, 90247, 90249, 90250, 90301, 90303, 90304 and 90305. The service area encompasses parts of the City of Los Angeles and unincorporated sections of the County of Los Angeles, 2nd Supervisorial District, as well as portions of the cities of Gardena, Hawthorne, and Inglewood. It consists of 35.5 square miles, which accounts for less than 1% of the 4,752 square miles of Los Angeles County. The primary feeder high schools are Crenshaw, Washington Preparatory, Inglewood, Jordan, Locke, Locke Continuation, Middle College, and Morningside.

The median income for the LASC service area as of the 2000 census was $27,273 compared to $42,189 for Los Angeles County, $47,288 for the state of California, and $41,994 for the United States overall (Figure 1). The 2000 census indicates that the college service area population is approximately 48% Hispanic and 39% African-American (Figure 2). The south Los Angeles area is highly “job poor” with unemployment rates (up to 24% as of September 2011) exceeding national, state, and local unemployment rates. Historically, the jobs-to-worker ratio has been twice as low as it is for Los Angeles County. South Los Angeles residents have low levels of educational attainment (46% without a high school diploma), as reflected in the large percentage of the college student population who are assessed into basic skills English and mathematics courses, 90% and 99%, respectively.

In fall 2010, the college enrolled 7,372 credit and 1,053 non-credit students. The ethnic breakdown of the college’s credit student body was 64% African American, followed by 26%
Hispanic, 2 % White, 0.7 % Native American, and 0.4 % Asian/Pacific Islander (Figure 2). As for the noncredit student population, the largest ethnic group was Hispanic (97 %), followed by African American (1.1 %) and Asian (0.6 %). The ethnicity of 1.2 % of noncredit students was unknown. Seventy percent of students were female, and 30 % were male.

African American and Hispanic students made up the majority of the credit and noncredit student body populations in fall 2010. The percentage of Hispanic full-time equivalent credit students has increased steadily since fall 2006, reaching 25 % in fall 2011. The percentages of female and male students have remained relatively constant.

In spring 2010, the college employed 75 tenured/tenure track faculty members, 201 adjunct faculty members, 11 administrators, and 358 classified support and other employees. The majority of employees were African American (60 %) and there were more African American employees in all employment categories than from any other ethnic group. Fifty-three percent of faculty members, 45 % of administrators, and 68 % of classified support and other employees were African American. Fifty-eight percent of employees were women. There were higher percentages of females in all categories except in the tenured/tenure track faculty member category (43 %).

**PROGRESS ON SELF-IDENTIFIED ACTION PLANS**

The 2006 Self Study had 64 planning agenda items. The college reported on these items in its mid-term report to ACCJC in 2009. A recent assessment of these items indicates that over the past six years, the college addressed all 64 items. Forty-four of the items have been completed and 20 have been addressed and are currently in the process of being fully implemented or are ongoing activities. For a detail of each agenda item, refer to the 2006 Planning Agenda Matrix in the appendix.

**LONGITUDINAL STUDENT ACHIEVEMENT DATA**

An examination of five-year patterns for fall terms 2006 through 2010 show steady success and retention rates for Los Angeles Southwest College students, as displayed in Chart 1. LASC had a 58 % overall course completion rate in fall 2010, a 2% increase compared to fall 2006. The retention rate has remained fairly stable at 82 % as of fall 2010.
Table 1 displays the Accountability Reporting for the Community Colleges (ARCC) results showing LASC has mixed outcomes on various level indicators. The college made progress on the percentage of students who showed intent to complete and who transferred to a four-year college, achieved transfer-prepared status, or earned an associate degree or certificate. The persistence rate dropped slightly from 51.1% in 2007-08 to 47.7% in 2009-10. There were also slight drops in annual completion rates for credit vocational and basic skills courses.

Table 1

<table>
<thead>
<tr>
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<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
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<tr>
<td>Student Progress and Achievement Rate</td>
<td>37.1%</td>
<td>39.4%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Fall to Fall Persistence Rate (Fall 2006 – Fall 2009)</td>
<td>51.1%</td>
<td>59.0%</td>
<td>47.7%</td>
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<tr>
<td>Annual Completion Rate (Credit Vocational Courses)</td>
<td>72.9%</td>
<td>68.9%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Annual Completion Rate (Credit Basic Skills)</td>
<td>50.7%</td>
<td>49.3%</td>
<td>47.4%</td>
</tr>
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</table>

Passage rates for the National Council Licensure Examination (NCLEX) for graduates of the registered nursing program at the college have increased from 73 % in 2006-07 to 83 % in 2010-2011.

LASC awarded 242 degrees and certificates in 2010-11, a 58% decrease from 2006-07 when 582 degrees and certificates were granted. The college also had a drop in the number of students who transferred to University of California (UC) and California State University (CSU) institutions. A total of 140 students transferred to the UC and CSU system in 2009-10, a 30% decrease compared to 2006-07.
PROGRAM REVIEWS

LASC has both long range (strategic) planning and annual plans. The college’s annualized version of the strategic plan is called the Integrated College Operational Plan (ICOP). Both strategic and annual plans are developed with the participation of the entire campus. In addition, they tie into processes that take place at the department and program levels. Program faculty and staff work together to prepare program reviews. Faculty members take the lead in the completion of instructional program reviews, which feed into Instructional Departmental Plans (IDPs); these plans are designed to include input from all department members. Administrators review the plans and provide feedback to the departments. The Strategic Planning Committee then integrates these plans into the ICOP which is finalized with the overarching participatory governance group—College Council, which makes recommendation for final approval of the ICOP to the president. Subsequently, the Budget Committee uses the ICOP as a guide in recommending the prioritization for the allocation of resources to the president.

STUDENT LEARNING OUTCOMES

Under the guidance of the Student Learning Outcomes (SLO) Committee, Los Angeles Southwest College faculty identified SLOs for 97% of all credit courses and for all certificate and degree programs. By the end of fall 2011, all courses have identified SLOs and approximately 80% have been assessed. The Academic Senate has led a comprehensive and systematic course SLO assessment process since the beginning of fall 2010. All instructional and non-instruction programs have identified SLOs and all instructional program SLOs are currently listed in the college catalog. Since most instructional program SLOs (PSLOs) have at least one course SLO aligned to its PSLO, the majority of PSLO assessment results is being reported in the instructional program review updates occurring in fall 2011. Results will be tabulated at the conclusion of the term and reported to the campus in early spring 2012. In addition, the college has identified five institutional student learning outcomes (ISLOs) synonymous with the institution’s general education outcomes. Four of the five ISLOs were assessed by the end of fall 2011 and the fifth ISLO will be assessed in early spring 2012. The college believes it will have reached proficiency on the ACCJC rubric by spring 2012 for courses, programs, and institutional SLOs.

DISTANCE LEARNING

Work in distant education has been extensive and strategic. LASC began offering distance education classes in the spring of 2007 with 3 online classes and approximately 60 student seats. As of spring 2011, the program has grown to more than 56 online and hybrid classes with over 2,200 student seats. In fall 2011, the Distance Education committee completed and began
implementing a 3-year comprehensive plan designed to maintain currency and relevancy in e-learning, clarify requirements, district policies, and guiding practices for students and faculty who engage in online research. The plan provides strategic direction in all policies and procedures in distance education, and serves as a template for decision making for all instructors and students.

EXTERNAL INDEPENDENT AUDITS

External independent auditors hired by the Los Angeles Community College District conduct annual audits of the college as a whole. Audit results and recommendations are evaluated by the district and college management and can be found in the district office and Office of the President.
ABSTRACT

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Mission: LASC considers its mission statement in all its planning. In August 2008, LASC expanded on the mission statement by creating The Vision of Los Angeles Southwest College. By expanding the ideas of its mission, LASC emphasizes its dedication to being a diverse learner-centered institution and to its goal of serving the community. The mission statement was reviewed and revised in 2010 by following the guidelines in the Planning Handbook. LASC also reaffirmed its Core Values which help clarify how the institution strives to fulfill its educational commitments: with accountability, equity, respect, excellence, and integrity. Each element of the revised mission statement helped guide the five goals in the 2011-2014 Strategic Plan.

Instructional Effectiveness: LASC continues to use many methods to gather data on institutional effectiveness which influence the institutional and strategic planning processes. LASC has implemented a college hour two days a week that is intended to allow more students, staff, and faculty to get involved with activities. In addition, the college president’s open forums help identify college effectiveness issues needing improvement.

In 2011, the Academic Senate incorporated an annual program review update in which the office of research provides data examine trends in course enrollment and success. The update also includes SLO assessment, evaluation of results, resource allocation requests, and recommendations for program improvement.

There will be continued focus on transparency of budgetary processes. In fall 2011, the Academic Senate voted to approve the institution of annual program review updates for instructional program and implemented them in fall 2011. The template for collecting departmental data was streamlined (for the purpose of annual updates) from the comprehensive template used in the comprehensive programs reviews, which are conducted on a six-year cycle. The program review process integrates into total college planning, which results in an annualized Integrated College Operational Plan (ICOP). The college president and Budget Committee use the ICOP as the primary guiding tool to create the annual college budget and prioritize the resource allocation requests made at the program and department levels. The final decisions regarding the annual budget and resource allocation requests are communicated to the requesting program or department, as well as the college as a whole.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Instructional Programs: Instructional programs are developed and revised at regular intervals based on research, data, and analysis conducted at various levels to ensure that programs focus on the mission of the college. Based on the needs of its constituents, LASC has expanded instructional delivery methods by offering more online and hybrid courses.
The college has identified five institutional SLOs synonymous with the institution’s general education outcomes. Assessment of program and course SLOs is ongoing. The college believes it will have reached proficiency on the ACCJC rubric by spring 2012 for courses, programs, and ISLOs. The math and English departments have continued developing and using departmental examinations that reflect their SLOs.

**Student Support Services:** The Student Services Division is actively engaged in the educational process. All programs and services are offered and assessed to meet the needs of the college’s diverse constituencies. An increasing number of services are offered online. Students are able to receive counseling services from a variety of sources and participate in surveys that evaluate the effectiveness of the services. In order to ensure the admissions process eliminates bias, the college uses reputable vendors to assure that its placement tests are as free from bias as possible; follows California law to determine course prerequisites and co-requisites; and adheres to the six-year cycle of course outline updates that keeps validations up-to-date.

**Library and Learning Support Services:** The Library regularly updates its materials and uses student and faculty feedback to improve resource selection. With the help of faculty, the library keeps several textbooks on hand for various courses and maintains materials that are current. Because of its limited resources, the library constantly engages in ongoing conversations with faculty to review and evaluate the collection so that new selections are relevant. The library tries to adjust open times to student needs, including increasing open hours on Saturdays during part of the semester. Librarians offer information competency instruction orientations.

The current temporary library building houses the book, reference, and periodical collections, circulation and reserves services, computers, group study rooms and individual study space; when it moves to its permanent location it will add new state-of-the-art equipment.

In addition to the library, academic support services include the English Writing Center, the Math Lab, the Student Success Center (SSC), and beginning in spring 2012 a Reading Lab. Budget constraints limit the hours of operation of labs; surveys show that though students find lab use helpful, there remains a need for increased hours.

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**STANDARD III: RESOURCES**

**Human Resources:** Los Angeles Southwest College adheres to the LACCD hiring policies and board rules for academic, classified, unclassified, administrative and volunteer positions, which help to ensure that it selects the best-qualified employees and avoids biases in the hiring process.

The college follows the evaluation processes established by collective bargaining agreements. The college has implemented meetings with department chairs to ensure that evaluation schedules are followed in a timely and consistent manner.

The college plans to create a Human Resources Committee (HRC), which will develop written internal procedures and timelines for linking and sharing information with all classifications. For example, the HRC will create a comprehensive plan for hiring that covers all classifications.
including faculty, classified, unclassified, and administrators. This HR plan would then be integrated into the college strategic plan along with the other institutional plans, e.g. program reviews, Educational Master Plan, Strategic Plan, etc.

The college ensures that hiring practices are equitable and reach a diverse community by adhering to district hiring policies, and it regularly assesses its record in employment equity and diversity consistent with its mission. Over the past few years, the college has seen improvements in the diversity of those hired especially in the Latino and African American communities who primarily make-up the college’s service area.

**Physical Resources:** Bond Propositions A and AA and Measure J are helping fund improvements and additions of physical resources on the LASC campus. Improvements will follow Leadership in Energy and Environmental Design (LEED) green building standards. It has been a challenge to adjust to physical site constraints, but in spite of that, two future buildings sites have been identified, one of which has been identified as the Career and Technical Education Building. Major capital improvements, such as creating new smart classrooms for all classes, will dramatically enhance the student learning environment. The college aligns goals of its Facilities Master Plan with its Educational Master Plan. The remodeled campus will have a welcoming atmosphere enhanced by newly-designed signage and landscaping. LASC conducts surveys to evaluate the facilities needs of its students.

The college recently developed and implemented its Security Strategic Plan for 2011-2013. The plan’s security mechanisms, along with 24/7 onsite LA Sheriff station, provides students and staff a safe environment. In addition, the college abides by federal, state, and local safety standards, which include mandated air quality levels in the buildings, inspection of safety operations and inspection of automatic devices, and storage of hazardous material.

**Technology Resources:** In 2008, the LASC Technology Committee completed assessment of the effectiveness of the campus technology and forwarded a draft plan to the appropriate campus shared-governance committees for review and approval; the plan was approved by the college president in early 2009. Funding is provided by Bond Measure J and Propositions A and AA. Since implementation, improvements have been made including 20 new Smart Classrooms, installation of VOIP phones, and increased wireless connectivity.

In fall 2011, the college Distance Education Committee (DEC) recommended changing the Learning Management System (LMS) from Moodle to Etudes, which offers 24/7 support services. This change was approved by the college president. Fourteen faculty members are currently piloting the Etudes program in spring 2012. It is planned that by summer or fall 2012 Etudes will be fully implemented for all online courses at LASC.

The IT department continues to improve and maintain campus technology. They have created multiple broadcast domains to separate the campus intranet logically, which eliminates a possible single point of failure at the physical switches. The Technology Committee is working to expand the Technology Replacement Policy to deal with the budget shortfall. The Technology Plan is integrated with the Educational Master Plan.
Financial Resources: The 2011-2014 Strategic Plan takes into account the college mission and goals and is crucial in informing both long-term and short-term financial plans.

The systematic development of the annual Integrated College Operational Plan (ICOP), the annualized version of the long range 2011-2014 Strategic Plan, and resource allocation prioritization assures that LASC collects fiscal requests campus-wide and prioritizes them in a fair manner each year. In the current budget climate, funding short-term needs is the necessary focus. The Strategic Planning Committee (SPC) developed the ICOP for 2012-2013 during the fall 2011 term. Thus, the 2012-2013 ICOP will be the basis for developing the budget for 2012-2013 during the spring of 2012.

If present estimates of state funding hold true, LASC may have a budget deficit for fiscal year 2011-2012. The college is discussing with the district the possibility of adjusting the budget allocation model to be more equitable and address the financial issues of small colleges like LASC.

The campus commitment to participatory governance encourages all campus constituencies to participate in the financial planning process at committee meetings, during the president’s town hall forums, and at FLEX days.

STANDARD IV: LEADERSHIP AND GOVERNANCE

Decision-Making Roles and Processes: Through the Budget Committee, Strategic Planning Committee (SPC), College Council, and other campus committees, participatory governance is encouraged and decisions are made that support student learning programs and services and improve institutional effectiveness based on a campus wide collaborative process that allows for input and feedback from all campus stakeholders. Data and participation from faculty, staff, students, and the community are utilized in these committees, and the final decisions are made by the college president.

Personnel answer questions about college and institutional improvement on periodic surveys, including the Fall 2010 Campus Climate Survey, which gives them an opportunity to help identify and define LASC goals, values, and leadership needs. Subsequently, LASC affirmed five strategic goals to serve as guiding principles over the next three years.

The policies and procedures that include all Los Angeles Southwest College constituents in the decision-making processes are written in the Strategic Planning Handbook and the Shared Governance Agreement between the Academic Senate and college president.

Since being removed from probation in 2009, the college created a matrix of the accreditation standards and cross-referenced them with the various campus entities. In this way the college is seeking to create a model for sustainability by incorporating the accreditation standards into its institutional planning processes so that every entity on campus has, as a part of its charge, the...
relevant areas of the accreditation standards by which it operates, maintains records, and evaluates for continuous quality improvement.

**Board and Administration Organization:** The Board of Trustees monitors the educational quality of LACCD programs through the passage of Board Rules and policies and through its standing committees, which have recently been restructured. Board members work collaboratively and take an active role in advocating for the interests of the colleges and the students they serve. The Board played a central role in promoting the passage of bond initiatives that have provided more than $6 billion in badly needed capital construction funds for projects on all LACCD campuses. These projects are directly benefitting instructional programs and expanding career/technical education program facilities. The District has a collegial working relationship with the Academic Senate and the employee unions, resulting in effective problem solving.

The LASC president regularly assesses the administrative structure. Administration is comprised of a president, an executive vice president, a vice president of administrative services, three academic deans overseeing workforce and economic development, one dean of students, one dean of institutional effectiveness and two deans (of TRIO and Resource Development) that are funded through grant funds. The only significant variance in LASC’s administrative structure from the other colleges in the district is that of the executive vice president, who has administrative responsibility for both academic affairs and student services.

With input from college stakeholders, the college president guides institutional improvement of the teaching and learning environment by soliciting, obtaining, and reviewing college-wide committee recommendations for decision-making in all areas inclusive of curriculum, facilities, planning, budget, and technology. In addition, the college president promotes a positive image for the college by attending regular community meetings including homeowner associations, civic groups, workforce investment boards, economic development boards, and other external groups.

In a large district such as LACCD, it is a challenge to balance district roles with those of individual colleges and address all of their needs equitably. The district budget allocation model and the challenges faced by individual colleges continue to be reviewed. The district has been responsive to feedback from the colleges, taking steps to improve communication and streamline operations. The creation of customer satisfaction surveys and District Office Service Outcomes has resulted in the re-organization of administrative unit structures and the refinement of functions. The delineation of roles is a continual work in progress. Efforts to define and analyze those roles led to the creation of the **LACCD District/College Governance and Functions Handbook** to help faculty, administrative, staff, and student leaders understand the delineation of roles and navigate district-wide governance and decision-making processes more effectively. The District’s follow-up regimen ensures that ongoing efforts lead to continuous improvement.
For Los Angeles Southwest College, accreditation is an ongoing process. Since the last comprehensive self-study, the college has undergone two focused visits. After the first visit in spring 2008, the college was placed on probation with a follow-up visit scheduled for spring 2009. Working together, the college practitioners were able to correct all of the deficiencies and prepare for the follow up visit. In June 2009, ACCJC removed the college from probation and the college continued with full affirmation of its accreditation status.

In spring 2010, the college began organizing and planning for its next comprehensive visit scheduled for spring 2012. In a collaborative effort and with the president’s approval, the Accreditation Liaison Officer (ALO) pulled together those constituent and campus leaders usually responsible for signing the final report to form a campus wide Accreditation Committee. A meeting was held with that committee in April 2010 in which the structure by which the college would undertake its self-study was laid out and approved by all those present and the college president. Subsequently and in consonance with the process, a seven-member steering committee was set up with the ALO and a senate-appointed faculty member as co-chairs of the steering committee. The charge of the steering committee was to oversee the work of the 2012 Self-Study process and ensure its successful and timely completion.

Another key component of the self-study process has been the function and work of the standard committees—one for each of the four standards. Co-chairs (one faculty and one administrator) were appointed for each of the four sub-committees. These eight individuals worked in collaboration with the steering committee and recruited their respective standard sub-committee members from across the campus. Their charge was to work together to achieve a balanced membership and gather data and information needed to formulate the self-study.

Through the work of the steering committee and standard co-chairs, a process (adapted by permission from San Diego Mesa College) was put in place which required the completion of forms that were created from the questions in ACCJC’s Guide to Evaluating Institutions. These forms asked feedback from the campus participants in answering the questions in the guide relevant to the standard. The forms also asked the participant to list the evidence that existed to support their answer, and what was their evaluation of the college’s efforts as they related college practice to the accreditation standard? In addition, a timeline was established to complete the process.

Each standard sub-committee held its first meeting in late spring 2010. The steering committee together with the co-chairs utilized Flex day in fall 2010 as a major kick-off to enlist more campus participants, explain the process, and begin distributing, completing, and collecting the worksheets. Throughout fall 2010 and most of spring 2011 the sub-committees were intensely engaged in completing the worksheets which were reviewed for completeness and content by the steering committee.

In addition to the above, the college recruited an experienced English faculty member from another LACCD campus, who was familiar with writing in the ACCJC accreditation process, to
begin drafting its self-study using the completed worksheets. The writer worked over the summer of 2011, and a first full draft was distributed to the campus for feedback in the early fall 2011 semester. The steering committee, co-chairs, and others begin to edit these documents as they reviewed them and with the feedback received from campus members. As edits were made and feedback incorporated, refreshed drafts were on the website or distributed by email campus wide. This process continued throughout the fall 2011 term. The final drafts were reviewed, edited, and submitted to the entire college, as well as the Academic Senate and College Council. Final drafts were approved by the LACCD Board of Trustees on December 14, 2011.

LASC has taken steps to manage the accreditation process by working to institutionalize tasks necessary for a successful accreditation visit. SLOs are in process to be completed to meet proficiency requirements prior to the visit, and the college’s planning and budgeting cycle has been adjusted so that planning drives budgeting. All seven of the 2006 recommendations have been addressed, and the college believes it has satisfied those recommendations. In addition, all planning agenda items from 2006 have been addressed. The college understands that continued and improved communication to all campus stakeholders is imperative both for a successful accreditation self-study and to its ongoing efforts for institutional improvement.
SELF-STUDY COMMITTEES AND TEAM MEMBERS

Accreditation Committee:

Dr. Daniel Walden, Accreditation Liaison Officer, Co-Chair
Lashawn Brinson, Faculty Co-Chair of Accreditation, Co-chair
Al Reed, Academic Senate President
Luciano Morales, ASO President
Dr. Sandra Lee, AFT Faculty Local 1521 Chapter Chair (Faculty)
Nicolas Crown, Local 45 representative (Crafts)
Christzann Ozan, Local 99 SEIU representative (Operations)
Debbie Odom, Local 721 representative (Supervisors)
Dr. Elmer Bugg, Teamsters Local 911 representative (Deans)
Linda Fox, AFT Staff Guild Local 1521A Chapter Chair (Classified Staff)

Steering Committee:

Administrative Liaison Officer
Dr. Daniel Walden, Dean of Institutional Effectiveness

Faculty Co-Chair of the Self-Study
Lashawn Brinson, Associate Professor of Child Development

Trudy J. Walton, Executive Vice President
Alfred Reed, Academic Senate President and Professor of Administrative Justice
Glenn Yoshida, Professor of Biology
Dr. Angela Jenks, Instructor of Anthropology
Blanca Barajas, CalWORKs
**Standard I: Institutional Mission and Effectiveness**

**Co-Chairs:**
Ms. Sabrena Turner-Odom (Faculty) & Dr. Michael Sutliff (Administration)

**Members:**

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<tr>
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<tbody>
<tr>
<td>Al Cowart</td>
<td>Faculty</td>
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<tr>
<td>Alexis Tucker</td>
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<td>Daniel Ortega</td>
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**Standard II: Student Learning Programs and Services**

*Co-Chairs:*
Dr. Angela Jenks (Faculty) & EVP Trudy J. Walton (Administration)

*Members:*

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Standard III: Resources

Co-Chairs:
Mr. Jim Hicks (Faculty) & Dr. Oscar Cobian (Administration)

Members:

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Standard IV: Leadership and Governance

Co-Chairs:
Dr. Allison Moore (Faculty) & Dr. Patrick Jefferson (Administration)

Members:

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ACCREDITATION TIMELINE

☐ August 2009: Flex Day focused on accreditation
   The breakout sessions focused primarily on the accreditation standards and
   SLOs

☐ Spring 2010: Accreditation Kick-Off

☐ Spring 2010: All campus accreditation committees meet, organize, and
   set up structure

☐ August 2010: Accreditation Flex Day activities

☐ Fall 2010: Data collection

☐ Spring 2011: Data collection continued and began writing the Self-
   Study

☐ Early Fall 2011: First full draft of Self-Study disseminated to campus
   community

☐ Summer and Fall 2011: Edit, revise, and refine the Self-Study

☐ December 2011: Accreditation Self-Study Report finalized

☐ December 2011: Final of Self-Study to Board of Trustees

☐ January 2012: Send approved Self-Study to ACCJC
LOS ANGELES COMMUNITY COLLEGE DISTRICT
Board of Trustees
Organizational Structure

Board of Trustees
Member
Mr. Kelly Candaele
Board of Trustees
Member
Ms. Mona Field
Board of Trustees
Second Vice President
Ms. Nancy Pearlman
Board of Trustees
President
Mr. Miguel Santiago
Board of Trustees
First Vice President
Ms. Tina Park
Board of Trustees
Member
Mr. Scott Svonkin
Board of Trustees
Member
Mr. Steve Veres

Chancellor
Dr. Daniel LaVista

Deputy Chancellor
Dr. Adriana Barrera

Executive Secretary
to the Board of Trustees
Carol Justiniano

Assistant Secretary
to the Board of Trustees
Laurie Green

Administrative Secretary
(Confidential)
Lupe Orozco

Office of Inspector General

District Citizens Oversight Committee

Personnel Commission

Prepared by Human Resources – Data Analysis
As of 22 August 2011
For the complete LACCD District/College Governance and Functions Handbook
Follow this link: http://www.laccd.edu/inst_effectiveness/District_Governance/
Certification of Continued Compliance with Eligibility Requirements

Los Angeles Southwest College

Los Angeles Southwest College presents this comprehensive 2012 self-study with full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all of the commission’s eligibility requirements as set forth below.

1. **Authority**

   Los Angeles Southwest College (LASC) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Los Angeles Community College District. This authority has existed continuously since 1967 with accreditation status regularly renewed. The college awards associate degrees in 35 programs as well as occupational certificates in 45 programs.

2. **Mission**

   The board of trustees publicly affirms the college’s educational mission statement whenever it is updated. The college reviews and updates the mission statement on a regular basis. The last update occurred in spring 2011 to reflect the college’s emphasis on student learning outcomes, lifelong learning, and its diverse community. The mission statement appears in the college strategic plan and is published widely in college publications such as the college catalog and the schedule of classes.

3. **Governing Board**

   The board of trustees consists of seven members who are elected by the qualified voters of the districts composing the Los Angeles Community College District, and one student member who is elected annually by the students of the district. The term of office for the student member is June 1 through May 31 of each year. The voters elect the board members at large for four year-terms on staggered elections every two years, with three members being chosen at one election and four members at the other. The board elects the president and vice president of the board of trustees for one-year terms at the annual organizational and regular meeting.

   The eight-member governing board of the Los Angeles Community College District is an independent policy making body, which ensures that the district’s educational mission and the missions of constituent colleges are being implemented. The board also insures the quality, integrity, and financial stability of the colleges of the Los Angeles Community College District.
4. **Chief Executive Officer**

Dr. Jack E. Daniels, III has served as President of Los Angeles Southwest College since his appointment by the Los Angeles Community College District Board of Trustees in July 2006. Dr. Daniels is a full-time administrator who does not serve on the governing board of the District.

5. **Administrative Capacity**

The college has 11 administrative officers including the college president, one executive vice president, one vice president, seven deans; and one associate dean. The college selected these administrative officers through an open competitive process on the basis of their professional training and experience. Thus, Los Angeles Southwest College feels that there is currently sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support the mission and purpose of the college.

The administrators of the college, as of November 2011, are as follows:

- **President:** Dr. Jack E. Daniels, III
- **Executive Vice President:** Trudy J. Walton
- **Vice President, Administrative Services:** Ferris Trimble
- **Dean, Academic Affairs:** Stephanie Brasley
- **Dean, Workforce Education and Cooperative Relations:** Dr. Elmer Bugg
- **Dean, TRIO Programs:** Dr. Oscar Cobian
- **Dean, Resource Development:** Maria-Felicia Duenas
- **Dean, Student Services:** Dr. Patrick Jefferson
- **Dean, Academic Affairs:** Dr. Michael Sutliff
- **Dean, Institutional Effectiveness:** Dr. Daniel Walden
- **Associate Dean, Paul De La Cerda**

6. **Operational Status**

Los Angeles Southwest College is a community college that meets the varied educational needs of its students. LASC offers educational opportunities in vocational programs as well as academic programs that prepare students for transfer to public and private colleges and universities. Students have a variety of majors to select from and may earn an associate degree in one of the college’s 35 associate degree programs. Of these, approximately 32 programs prepare students to transfer to public or private universities; nine are both vocational and for transfer. Educational programs can span a complete degree program of two years or may be composed of shorter-term training as characterized by the college’s 45 occupational certificates. In fall 2011, the college had approximately 8,102 students who are pursuing personal enrichment, certificates, degrees or transfer preparation. In the 2010-2011, the college awarded 201 associates degrees and 41 vocational certificates. Additionally, it had 140 students successfully transfer to CSU or UC. During spring 2011, 83% of the nursing program graduates passed the licensure exam.
7. **Degrees**

Some programs and educational offerings lead to associate degrees, skills awards, certificates of achievement, certificates of completion, or for preparation for transfer to a four-year university or college. Others are non-credit and offer, basic skills English or math, ESL, and citizenship classes. These non-credit courses are primarily designed with the intent that students will matriculate into the credit programs. In fall 2011, over 85% of LASC courses were degree applicable and over 80% of LASC students were enrolled in degree applicable courses.

8. **Educational Programs**

The college catalog contains a comprehensive statement of educational purpose and objectives each of the academic programs offers. Every course outline contains course objectives that are achieved through class content, assignments and activities. There are a number of programs in both transfer and vocational areas where students can complete the degree in two years. These programs range from administration of justice to theater arts.

The college has developed and continues to improve institutional, programmatic, and course student learning outcomes (SLOs), predicated on the Los Angeles Southwest College Mission Statement. To this end, the college’s academic senate has developed a standing committee to guide the college in implementing SLOs at all levels.

The SLO committee consists of instructional and non-instructional faculty, administrators, staff and students. The committee, which meets bi-monthly, facilitates a dialogue about SLOs at the college; facilitates a faculty-led process to develop SLOs at all levels of the college that will improve teaching, learning, advising, and serving students at the individual, course, program, and institutional levels; assists faculty and staff to articulate SLOs that serve to implement, evaluate, and improve educational processes based upon outcomes and evaluations; and makes sure that all stakeholders in the college community are informed of its progress and have the opportunity to respond to its initiatives.

9. **Academic Credit**

The semester unit is based on 16-18 hours of student contact for lecture and 48-54 hours of student contact in laboratory per unit earned. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the college catalog.

10. **Student Learning and Achievement**

The college catalog contains a comprehensive statement of educational purpose, objectives, and student learning outcomes for each of the academic programs offered. The development of additional institutional, programmatic and course level SLOs, predicated in the mission statement, and has occurred as discussed in #8 above. Also, the development of student service learning outcomes, including, but not limited, to the
library, the learning resource center, admissions and retention, and transfer center are also part of the process.

Every new and updated course outline is evaluated and revised to include achievable, measurable SLOs accomplished through course content and rigor in activities, and assignments. Coordinated by department and administration, every course, regardless of the delivery method, must follow the course outline.

11. **General Education**

All degree programs require a minimum of 18 semester units of general education for graduation. There are also specific course requirements in American institutions, health education, physical education, critical thinking, and multicultural studies. Graduates must demonstrate competence in mathematics as well as reading and written expression. The college has identified student learning outcomes at all levels, i.e. course, service areas, and at the institutional level.

12. **Academic Freedom**

The college has a statement on academic rights and responsibilities, which was adopted by the Los Angeles Southwest College Academic Senate (the faculty self-governance body) in Spring 2001. The statement contains both the rights and the responsibilities of faculty members as it pertains to his/her field of expertise and holds that the primary responsibility of faculty to their subjects is to seek and to state the truth as they see it, to provide this same freedom to students, and to spend time developing and improving their scholarly competence.

13. **Faculty**

The college employs 75 full-time contract faculty and over 200 part-time adjunct faculty members. The specific duties and responsibilities of faculty are delineated in the Agreement Between the Los Angeles Community College District and the Los Angeles College Faculty Guild, Local 1521, CFT/AFT, AFL/CIO. For full-time faculty, these duties include responsibilities for curriculum review as well as assessment.

14. **Student Services**

Student services are comprehensive and accessible to all students. The array of services is provided based on student needs and ranges from admissions and assessment to counseling, financial aid, health services, and tutoring support. Additional programs, such as Disabled Student Programs and Services (DSPS), Extended Opportunity Program & Services (EOPS), CalWORKs, Great Avenues for Independence (GAIN), and TRIO, are provided for targeted groups. The new student services building opened in April 2009 and houses all student services in one location.
15. **Admissions**

Los Angeles Southwest College maintains an “open door” admission policy. The policy is consistent with the college mission statement, California State Education Code, Title 5 Regulations, and the statewide mission for California Community Colleges.

16. **Information and Learning Resources**

The library and Student Success Center (SCC), English Reading and Writing Center, and Math lab house a variety of media collections and are staffed to assist students in their needs. The college remains committed to systematically enhancing the library and student support services. Students have access without charge to the internet and online computer search capabilities in the SCC, in computer laboratories, and from off campus. Several computer laboratories are available to students throughout the campus and have staff to assist students in their use.

17. **Financial Resources**

The college’s funding is adequate to support its basic financial needs. Severe cuts in state funding to the community college system have resulted in reductions of programs, staff and instructional resources. Exacerbating the situation was a decrease in the number of students. Thus, the college has had to respond to increased student needs with fewer resources. The college has done so admirably.

The strategic planning and budgeting process (as defined in the *Planning Handbook*) recommends a distribution of funds based on program review and on the implementation of the Los Angeles Southwest College Mission Statement. Using all available planning documents, a campus-wide budget committee, which comprises representatives from all college constituencies, reviews proposed expenditures and reductions. Los Angeles Southwest College maintains records of all revenues and expenditures.

18. **Financial Accountability**

Externally contracted certified public accountants conduct annual financial audits of the Los Angeles Community College District. Los Angeles Southwest College is not audited as a separate entity. The board of trustees reviews these audit reports on an annual basis and discusses in public sessions the financial audit and management responses to any exceptions. The district files audit reports with the Los Angeles County Department of Education and other public agencies as required. In the past, the college has, at times, and does currently show an annual and cumulative operating deficit.

19. **Institutional Planning and Evaluation**

Institutional planning and evaluation is systematic for all departments and divisions of the college, including instruction, student services, and administrative services. The college is now focusing in all three areas to enhance student learning. LASC integrated the college-wide program review, institutional planning process, and the self-study planning agendas into the 2011 strategic planning cycle. This on-going and integrated process.
guides academic and educational program development, new facilities construction, hiring of faculty and other personnel, procurement of instructional and administrative equipment and the annual budget development and resource allocation of the college.

20. **Public Information**

Los Angeles Southwest College publishes an official biennial catalog. The catalog includes general information such as the college’s official name and address, telephone numbers, and website URL, and includes the following information:

- The mission statement;
- Matriculation policies including admission and attendance requirements;
- Degrees, programs, and courses offered and their length to completion;
- Available financial aid and other student support services;
- Refund policies;
- Available learning resources;
- Academic credentials of faculty and administrators and names of board of trustee members

The catalog also states primary regulations affecting students including the following:

- Academic regulations;
- Student fees and refund of fees;
- Academic honesty and codes of student conduct;
- Admissions and information on attending the institution and on withdrawing from it;
- Sexual harassment policy;
- Statement of nondiscrimination;
- Acceptance of transfer credits;
- Family Educational and Privacy Rights Act (FERPA) guidelines; and
- Grievance complaint procedures

The catalog committee carefully checks it for accuracy and updates it on an annual basis. The college makes an immense effort to distribute the annual catalog in a timely manner, including posting it to the college website; the class schedules include abridged versions of this information.

21. **Relations with the Accrediting Commission**

Los Angeles Southwest College and the Los Angeles District Board of Trustees hereby affirm, by signatures of the official representatives above, that Los Angeles Southwest College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.
Responses to Recommendations from 2006 Comprehensive Visit

Recommendation 1

Although the College has made significant progress in the program review process of instructional programs, the team recommends, as did the team in 2000, that the College implement a program review process, different from unit planning, for non-instructional programs including student services to evaluate their effectiveness and assist in planning. (Standards IB.1, IB.2, IB.3, IIB.3, IIB.3.c, II.B4, II.C2, IVA.1, IVA.2a IVA.2b, IVA.3)

Progress made between 2006 and spring 2009 (summary from March 2009 Follow-Up Report)

Los Angeles Southwest College has implemented a non-instruction program review (NIPR) process different from unit planning that meets the requirements of this recommendation and the referenced standards. Using a collaborative process, the college developed an instrument that can be used across programs to evaluate the effectiveness of non-instructional units and assist them in long range and annual planning. One of the unique characteristics about LASC’s NIPR process is its annual practice. While many colleges are on a multi-year cycle with perhaps annual updates, LASC has chosen to have each of its non-instructional units do a full program review each year. This annual process has since been integrated into the annual planning cycle of the college calendar to assist in developing the annual Integrated College Operational Plan (ICOP). By summer 2008, the college completed 100% of its 2007-2008 non-instructional program reviews, and by summer 2009 completed all of the 2008-2009 NIPRs.

Several program changes and improvements were made as a result of the NIPR process. These include the development of SLO training, increased outreach to Latino students, improved collaboration between non-instructional areas and faculty, and improved data collection. The NIPR process was institutionalized in the new Strategic Planning Handbook and integrated into the strategic budget and planning process. The new Strategic Planning Handbook called for the establishment of a NIPR committee that was later integrated into one program review committee to oversee both instruction and non-instruction program reviews.

In summer 2009 ACCJC removed the college from probation and deemed the requirements of this recommendation had been met.
Progress since 2009

NIPRs have continued on a regular basis. Because of administrative restructuring, a mini-review (rather than full review) was completed in spring 2010 to cover the 2009-2010 year. This mini-review focused on the development of SLOs for each service area, evaluated the status of 2009-2010 objectives, and led to the development of objectives and resource requests for 2010-2011. A full review was completed in Fall 2010. This review addressed the following areas: student demand and feedback, student demographics, program resources, SLOs, status of the previous year’s objectives, new objectives for 2011-2012, and resource requests for 2011-2012. These reviews were completed in the Student Services and Academic Affairs areas, but not in Administrative Services. Completion of NIPRs in spring and fall of 2010 under Administrative Services was hampered by frequent personnel changes and vacant leadership positions. As a result, Administrative Services program reviews were not completed that year. However, all positions were filled by early Spring 2011 and the NIPR process was revived, and, subsequently, all NIPRs including administrative services, students services, and academic affairs were completed in Fall 2011.

Recommendation 2
The team recommends that the college develop and implement a plan to address the problems of low retention, persistence, and success rates of students who enter the college without sufficient academic preparation. (Standards IA.1, IB.7, IIA.2d, IIIB.1, IIIB.2, IIID.1, IVA.5)

Progress made between 2006 and spring 2009

Since late summer of 2006, the college has devoted considerable human, physical, and financial resources to address the problems of underprepared first-time and continuing students. In 2006, the college drafted its first Basic Skills Plan. The goals and objectives in this plan were meant to guide college-wide basic skills reform efforts through 2009. In the summer of 2008, the college built upon the foundation of this initial effort to develop a comprehensive three-year Student Success Plan. The 2008-2011 Student Success Plan offers a strategic approach for addressing the needs of underprepared students. This new plan not only built upon the successes of the past but offered a more systematic approach to addressing the needs of underprepared students. Most importantly, the plan improved upon the previous one by analyzing recent campus data, particularly the work of the California Benchmarking Committee. The first phase of the 2008-2011 Student Success Plan was implemented during the 2008-2009 year, and additional actions and reforms continued to be implemented through the 2010 and 2011. The commitment of the college to meet this recommendation is evidenced by the creation and subsequent implementation of the plan.

In summer 2009, ACCJC removed the college from probation and deemed the requirements of this recommendation had been met.
Progress since 2009

The progress of the last two years of the 2008-2011 Student Success Plan has ensured that basic skills are an ongoing agenda for the campus as a whole. Committees across the campus have been involved in major discussion on how to address the underprepared students at Los Angeles Southwest College. In 2009, the college was accepted to work with the Bridging Research Information Cultures (BRIC) project of the California Research and Planning Group (RP Group). Subsequently, BRIC conducted three strategic planning workshops, conducted a face to face training on assessing SLOs across both academic and student services, and helped the college to form a Strategic Research Team (SRT), designed to assist the institutional research office in operating more efficiently.

In 2010, the college became part of the Achieving the Dream Initiative (ATD). The first year of this initiative involved assessing data collection needs, conducting the necessary research to determine the student success needs of underprepared students and to implement strategies and interventions to address student needs. Interventions begun in fall 2011 include: requiring in-person orientations for first time attendees, encouraging participation in a Freshman Experience Program, (extended orientation), strengthening the learning support services and activities, (labs and tutoring) for developmental English and Math courses, and establishing a faculty academy for faculty to work closely with students in developmental English and Math courses in the classroom in order to increase their retention, persistence, and success levels.

As part of its assessment of its 2008-2011 Student Success Plan, ATD participation, and other campus discussions, in summer 2011, the college began offering basic skills math and English courses (those more than two levels below transfer) in non-credit courses rather than credit courses. As a result, students are able to enroll in non-credit basic skills courses at no financial cost or academic penalty to their credit enrollments. This change is designed to assist students to master the entry level skills of the credit course two levels below transfer in order assist them in successfully matriculating into these higher level courses.

These combined efforts of the college complement each other to help further the establishment of a culture of inquiry and demonstrate its commitment to improving strategies to assess and support its underprepared students.

Recommendation 3

The team has found that there is a divergence between plans and subsequent action. Therefore, the team recommends that the College focus greater attention on assessing the currency and effectiveness of all programs and services with particular emphasis on the following areas:

a) staff development,  
b) distance learning,  
c) technology,  
d) enrollment management, and  
e) occupational education.
The team further recommends that the College incorporate the identified needs and adopted action plans into the Integrated College Operational Plan. (Standards IA.1, IB.3, IB.7, IIA.1a, IIA.1b, IIA.2b, IIA.2c, IIA.3, IIA.5, IIC.1a, IIC.2, IIB.3, IIC.1, IIC.2).

Progress made between 2006 and spring 2009

From its 2008 focused visit to the focused visit in spring 2009, the college continued to build on its previous efforts to address this recommendation in the following four ways:

1. The college assessed all of its programs and services, completed program reviews on all of its non-instructional programs, and updated 60% of its instructional programs by means of “mini-reviews” on a three-year off-cycle as of February 2009.
2. The college had completed an analysis and evaluation of its planning and budgeting processes and made improvements that are articulated in its revised Strategic Planning Handbook, which was approved by the Academic Senate and the college president in February 2009.
3. The college assessed and evaluated the effectiveness of the five areas called out in this recommendation and has adopted and implemented new and/or revised plans in all five areas in the ten months prior to the 2009 visit.
4. The college developed an integrated 2008-2011 Strategic Plan that aligns the goals and implementation strategies of efforts in 10 critical institutional areas, five of which are the focus of this recommendation.

The resulting 2008-2011 Integrated Strategic Plan is the foundation upon which the college built and implemented its 2008-2009 Integrated College Operational Plan (ICOP).

In summer 2009, ACCJC removed the college from probation and deemed the requirements of this recommendation had been met.

Progress since 2009

The college has placed much effort in consistently acting on and assessing the operational plans of the institution. Measuring the currency and effectiveness of all programs and services is central to successfully supporting student success, access, and institutional effectiveness. Since 2009, the college has identified specific coordinators that provide consistent leadership and direction in all five divisions of emphasis (e.g. distance education, staff development, etc.) associated with this recommendation. Each coordinator supports the vision and direction, holds monthly committee meetings, and guides the formulation of committee meeting agendas.

Summary Distance Education
Work in distance education has been extensive and strategic. In fall 2011, the Distance Education Committee completed a three-year comprehensive plan designed to maintain currency and relevancy in e-learning, clarify requirements, district policies, and guiding practices for students and faculty who engage in online research. The plan provided strategic direction in all
policies and procedures in distance education, and serves as a template for decision making for all instructors and students.

**Summary of Technology**
Successful completion of the IT Strategic Plan in April 2011 provides the template for IT strategic planning while providing decision making oversight. The Technology Committee, working with outside consultants to ensure relevancy and currency, completed a needs assessment that was informed by on-going campus construction. The plan provided direction in addressing IT needs during the summer 2011 construction of the temporary facilities (Academic Village) in addition to the on-going construction of permanent facilities. The plan has served as a guide when selecting smart room technology, a notification system for emergencies, community outreach, student services, and technology for current and future buildings.

**Summary of Enrollment Management**
Enrollment management is an ongoing priority at LASC which understands how state budgets and the economy directly impact enrollment trends. The college is required to consistently adjust fluctuations in enrollment management strategies to meet LACCD and state demands. The Enrollment Management Committee (EMC), under the leadership of the Executive Vice President, is responsible for developing and implementing strategic and annual enrollment processes. The EMC is responsible for managing FTES while maintaining WSCH/FTEF. Recent actions by the EMC include developing an enrollment management plan (completed fall 2011) that is currently undergoing modifications based on fluctuations in the state budget. The EMC identified specific priorities which are actionable items that guide committee work.

**Summary of Career and Technical Education (CTE)**
The CTE plan is robust and guided by an active committee that includes CTE department chairs, program directors, and Dean of Workforce Development. Through staff development activities (e.g. CTE Annual Retreat, Career Pathway Conference) and monthly meetings, the CTE area has maintained, since fall 2009, an ongoing, self-reflective dialogue about the quality of CTE programs and responsiveness to community needs. Highlights of completed actions speak directly to maintaining relevancy and currency since 2009 and include: annual meetings with the CTE General Advisory Board; development and implementation of strategic goals and objectives (approved by the Advisory Board April 2010) which is focused on building institutional capacity and responding effectively to current and future regional labor market needs. Outcomes related to this initiative include:

a. 83% of Nursing students pass the 2011 competency exam, installation of simulation labs, early alert systems, expansion of nursing library

b. Promotion and visibility of Nursing Program and other CTE programs through an annual Nurse’s Week, job fairs, high school senior day, construction fair, and Law Day.

Making a substantive and measureable contribution to the economic development of the region is an ongoing priority. Acting on this initiative as reflected in the 2010 CTE plan, the CTE area has secured over three million dollars in specially funded projects from external sources.
Summary of Staff Development
The three-year Staff Development Plan, completed in spring 2011, provides informed direction in planning and organizing all staff development activities. The impetus to this plan stemmed from the staff development mission which states: “The mission of the Staff Development Program at Los Angeles Southwest College is to promote excellence in performance and personal growth among faculty, staff, and administrators by providing opportunities that create incentives to ensure student success and life-long learning.” Activities that occur on a consistent basis include semester flex days that require fall participation of all faculty members across campus. Flex day content attempts to address relevant issues across campus that relate to effective practices and impact teaching and learning. Maintaining currency and relevancy in the classroom is critical to any college faculty. LASC has addressed this issue by collecting data on the frequency faculty engage in staff development activities on and off campus. The data was collected during the fall 2011 Flex day. One new strategic institutional objective is to use that baseline data as a comparison for growth. The college desires to increase faculty and staff participation in staff development activities by 10% over the previous year for each of the next three years.

2011-2014 Strategic Plan
In the spring of 2011, the president commissioned a task force to analyze the concluding 2008-2011 Strategic Plan and develop a new 2011-2014 Strategic Plan to present to the annual planning retreat in late summer 2011. This task force collaborated across campus to reassess the college core values, institutional student learning outcomes, and long range college goals. Integrating its program review data, department data, and its institutional plans (including those listed above) the task force led the college in the development of its new strategic plan. That plan was subsequently vetted throughout the college in early fall of 2011, presented to College Council and approved by the president in late October 2011. The 2011-2014 (Integrated) Strategic Plan is now in its first year of implementation. The college believes that, as the visiting team found in spring 2009, it continues to meet the requirements of this recommendation.

Recommendation 4
There is no clear evidence that the college has developed specific strategies to meet the educational needs of the changing demographics of its community. The team recommends that the college intensify its efforts to identify service area needs. The team further recommends that the college develop and implement plans for programs, courses, and services to address identified needs (Standards IA.1, IIA.1a, IB.3a, II.B.4, IIIB.1, IIIB.2, IIID.1).

Progress made between 2006 and spring 2009
From its 2008 focused visit to the focused visit in spring 2009, LASC stepped up its efforts to address this recommendation by committing additional human and financial resources to assess and meet the needs of the changing community. As a result, the college made significant progress in assessing and addressing the educational
needs of its surrounding community, which 2008 projected demographics show is 38.2% African American, 48.5% Latino, and 13.3% other.

The college’s strategy to meet the educational needs of the Latino community has several components, including the following:

1. Outreach to and educational partnerships with local high schools
2. Shifting the culture on campus
3. Outreach to community organizations (including offering courses in community venues)
4. The LASC Bridges to Success (BTS) Program
5. Enhanced public information and public relations efforts
6. Increased commitment of human resources
7. Staff diversification
8. Building a student-friendly culture on campus

As the result of these efforts, the unduplicated headcount of credit and non-credit Latino students rose by nearly 40% from 2006-2008, increasing from 2,117 in fall 2006 to 2,946 in fall 2008. The college believes that its increased outreach, student support, and community relations efforts are the primary reasons for these increased enrollments.

In recognition of the partnerships of this achievement and in honor of the partnerships that LASC is building in the Latino community, the governor of the state of Puebla, Mexico formally commended the college and the college president for its work with the immigrant community of Los Angeles.

In summer 2009, ACCJC removed the college from probation and deemed the requirements of this recommendation had been met.

Progress since 2009

Since 2009, the college has continued to actively address this recommendation in several ways. For example, the college’s implementation of the LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan was instrumental in engaging partnerships with local high schools that have majority Latino populations. In addition, numerous cultural events have brought members of the community to the campus and have involved the college population more fully with the community.

The Latino Employee Association (LEA) of Los Angeles Southwest College is comprised of committed and professional staff. LEA embraces a proactive role in collegial affairs, ensuring opportunities to express opinions at the campus level and assuring a greater understanding and inclusivity of Latino issues. This organization is open to all campus employees. LEA organizes events in conjunction with the Diversity Committee, ASO, Puente, and Latino Student Organizations.

In April and May of 2011, the Latino Employee Association (LEA) met to provide recommendations for revision of the LASC Outreach and Recruitment Office Recruitment Plan. In addition, in May 2011, through a specially funded project in the Workforce Development and Corporate Relations Department, LASC conducted a community business needs assessment. The survey was translated into Spanish and distributed by email to Latino-owned...
businesses and featured in a local Latino publication. Focus groups sessions were held on campus with over 20 minority small business owners from the surrounding community and over 40 business service organizations that serve the diverse populations of Los Angeles. LEA used this information to develop the 2011-12 LASC Latino Outreach Plan. Additionally, the college will provide a revised LASC Outreach and Recruitment Office Recruitment Plan for 2011-14. The college believes it has continued to meet the requirements of this recommendation as evidenced in the fact that, in the fall of 2011, the college met its eligibility as a Hispanic Serving Institution (HIS), i.e. 25% full-time Latino enrollment. As a result the college intends to pursue a Title V HSI federal grant that, if successful, will allow it to substantially increase the college’s capacity to further support and enhance full time Latino enrollment through continued outreach efforts and campus events that increase awareness and support of the local demographic needs.

**Recommendation 5**

*In response to the recommendation of the 2000 team, the college has made some progress in developing a participatory governance structure; however, there continues to be gaps in communication. The team recommends that the college develop and implement a strategy whereby information is communicated to all constituent groups in an accurate, timely, and systematic manner. (Standards IB.1, IIC.1, IIC.1a, II.D.1).*

**Progress made between 2006 and spring 2009**

Since the 2006 accreditation team visit, the college, under the leadership of a new president, has intensified its efforts to meet this recommendation and to ensure appropriate communication to all constituent groups. The college has implemented the following three strategies to improve shared governance and campus-wide communications:

1. The college president has undertaken a personal communications initiative to reach out to all faculty, staff, and administrators on campus
2. Formal feedback loops have been built into the planning and budget process
3. Constituency representatives have a well-defined structure by which to communicate actively with their constituents

As a result of implementing these strategies, the college has improved its ability to communicate to all groups more accurately, systematically, and in a timelier manner.

In summer 2009, ACCJC received and accepted the college’s response to this recommendation in its midterm report, as submitted by the college.
Progress since 2009

The president has continued the efforts began in 2006 and continues to hold college-wide presidential forums twice a semester with faculty, staff, and students. These forums include “Flex Day” activities as well as “Town Hall” meetings, with some sessions open to faculty and staff and others to students. With the campus moving to a class schedule in fall 2011 that includes a “college hour,” campus members will have increased opportunities to fully engage in the participatory governance and decision-making process.

The Strategic Planning Committee (SPC) and the Budget Committee have followed the planning and budgeting processes outlined in the Strategic Planning Handbook and have adhered to the multi-pronged approach to communicating campus planning efforts as outlined in the 2009 LASC Mid-Term Report. The SPC continues to guide the long-range and annual planning processes with committee representation including a cross-section of campus representatives. The Budget Committee continues to facilitate the annual budgeting process and to contribute to the development of a strategic fiscal plan.

The feedback loops built into the campus planning process remain in place and ready to operate as planned. Because planning and program review processes have been working as planned, there has not been a real need for higher levels over-riding decisions of lower levels. However, when lower level resource requests have not been funded, clear communication and feedback has been provided. For instance, in spring 2011, all instructional and non-instructional resource requests could not be met due to budget limitations. Entities were able to make presentations to the Budget Committee regarding the validity and necessity of their requests. Since it was not possible that all 139 requests be funded, the president provided feedback for each funding decision to the program that made the request.

In addition to the above SPC and Budget Committee measures, in order to ensure that communication and planning processes are open and inclusive non-instructional program reviews are completed with full involvement of managers and staff in each area. NIPRs are reviewed by two Student Services personnel and final drafts are collaboration among managers and staff and the Dean of Student Services (representing the Executive Vice President of the College until spring 2011). Furthermore, instructional program reviews are completed with input from program review initiators, area faculty and staff, department chairs, Program Review Committee reviewers, and the deans of relevant subject areas. Instructional program review approval rests with the Academic Senate and the College President.

The College Council and the Academic Senate continue in their capacities as decision-making bodies that participate in the College’s participatory governance process. As outlined in the Strategic Planning Handbook, the College Council continues to serve as the overarching governance group for the College and the main conduit for communication with the College. The college believes it continues to meet the requirements of this recommendation.
**Recommendation 6**

*Because the lack of progress in meeting the previous team’s recommendation, the team strongly recommends that the College creates a secure and fireproof location for the archival of academic records and for the College seal. (Standards IIB.3f, IIIB.1, IIID.1).*

**Progress**

The College has indeed created a secure area for student files and the College seal. In 2005, the College made available to the Admissions Office lockable fireproof file cabinets for storage of the files and the seal.

Currently, the files cabinets are kept in a secure area in the new Student Services Building room SSB102 and are accessible only to Admissions Office and Counseling Office staff. The archived academic records are stored in locked fireproof file cabinets and College seal is located in the locked secured area referred to as “The Vault” located in Admissions and Records suite of offices.

Additionally, the College has converted all archived student records to electronic files. The conversion has been completed retroactively through 2001 and plans are being made to continue the imaging process. Once all archived student records are imaged, the original files will be destroyed.

In compliance with District policy, records such as grade collection forms, census rosters, exclusion roster and add and drop requests are kept for three years and then destroyed. In addition, these records are also stored permanently in the office imaging system.
**Recommendation 7**

The college has taken the initial steps at identifying student learning outcomes. The team recommends that the college establish a timeline for developing student learning outcomes at each level (course, program, and institution); develop and implement a process to incorporate the use of student learning outcomes into the curriculum; identify measurable assessments that can be used to determine progress toward achieving student learning outcomes at all levels and incorporate guidelines for developing assessment measures into the SLO Guidelines handbook. (Standards IB, IIA, IIA.1.c, IIA.2a, IIA.2b, IIA.2f, IIB.4, IIC.1b).

**Progress made between 2006 and spring 2009**

Since the 2006 accreditation visit, the college has established a timeline for developing, assessing, and implementing improvement plans for student learning outcomes (SLOs) at the course, program, and institutional levels. The goal is to complete at least SLO cycle (assessment, analysis of results, and implementation of improvement plan) for each course and program by the end of 2012. The SLO Coordinator (30% reassigned time) has discussed the timeline with the department chairs, Academic Senate, and the Council of Instruction to ensure accomplishment of the goals. An SLO Matrix is now an element in all course outlines of record and is used to document progress made on completing SLO cycles at all levels.

SLOs are rudiments in the Senate-approved template for course syllabi. Identification of program SLOs is part of instructional mini-program review underway in spring 2009 and reporting of results is anticipated in full program review in the 2010-2011 academic year. Every student services office has developed at least one SLO as part of non-instructional program review (2007-2008) and has collected preliminary results through student satisfaction surveys. Guidelines and helpful links for developing assessment strategies have been incorporated into the SLO Guidelines handbook and are posted on the college’s SLO website.

In summer 2009, ACCJC received and accepted the midterm report as submitted by the college.

**Progress since 2009**

Responding to a lack of significant progress in meeting targeted goals within the timeline established in 2008, the Academic Senate approved a motion in early fall 2010 that revised the SLO Completion Timeline from a 5-semester to a 3-semester timeline, beginning fall 2010 and ending fall 2011. This timeline mapped a plan for all course, program, and institutional SLOs to be assessed (at least 1 SLO each) by the end of fall 2011. Much progress has been made to reach the timeline target dates and a status of the college’s progress are included in this self study and will be updated and available for the accreditation visiting team in March 2012.
In addition, in fall 2010, a section of the campus SLO handbook describing Administrative Unit Outcomes (AUOs) was adopted and is now available for faculty and staff on the College’s SLO website. Subsequently, all administrative service units have developed AUOs and have plans to assess at least one by the end of spring 2012.

Over the 2010-2011 academic year, two additional faculty SLO mentors were assigned 0.2FTE to assist with SLO assessment campus-wide. A SLO Coordinating Team was then formed, consisting of SLO Coordinator, Dean of Institutional Effectiveness, the two SLO Mentors, and a Student Services Representative, to monitor progress on meeting established timelines.

During spring 2011, a pilot study involving three faculty (English, Anthropology, and Biology) was conducted to assess two ISLOs (Critical Thinking and Written Communication) within their respective courses. After several meetings, a standard rubric for each ISLO was developed and agreed upon to assess student assignments within their courses. Results were tabulated and analyzed upon conclusion of spring 2011 semester with feedback to improve the assessment process and rubric. An expansion of this project to involve additional faculty occurred in fall 2011.

All instructional and non-instructional programs have identified SLOs, and the institutional and instructional program SLOs are currently listed in the college catalog. Since most instructional program SLOs (PSLO) have at least one course SLO aligned to its PSLO, the majority of PSLO assessment results is being reported in the instructional program review updates occurring in fall 2011. Results will be tabulated at the conclusion of the term and reported to the campus in early spring 2012.

In summer 2009, ACCJC received and accepted the college’s response to this recommendation in its midterm report. In addition, the college believes it will have reached proficiency in SLOs as per the ACCJC rubric by spring 2012.

**LACCD Recommendation 1**

The team recommends that the district evaluate the impact of the revenue allocation model and consider the special conditions of individual colleges. (Standards III.D, IV.B).

The district responded to this recommendation by reviewing the District’s budget allocation and funding mechanisms to determine whether the model contained inherent disadvantages for the small colleges in the district. In January 2007, the District adopted a new budget allocation model that parallels the CCC funding formula established by SB 361, allocating funds to the colleges on a credit FTES basis with a two tiered basis for noncredit.

One change from the state model is an increase from contingency reserves of $500,000 (above the $3 million state allotment) in basic allocations for each of the district’s four smallest colleges (Harbor, Mission, Southwest, and West) in order to offset the problems that small colleges face in meeting their costs. District-wide assessments were changed from a percentage of college revenue over total
district revenue to a cost per FTES basis, in order to make the system more equitable.

A college ending the year in deficit has been able to request an allocation grant from a task force of the District Budget Committee. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit and must follow recommendations. A college that ends the year in deficit for more than $500,000 or 1% of its budget (whichever is greater) is required to submit a financial plan and participate in a quarterly review.

With the current district-wide budget shortfall, the DBC moved away from the concept of an allocation grant process. In spring 2011, the committee issued recommendations to the colleges to help them establish balanced budgets for 2011-12. Colleges that find themselves in deficit and need more funding may request access to the District’s balances after meeting the certain criteria. The DBC continues to review the District’s budget allocation formula to ensure that the needs of all colleges are considered. It has been looking at other multi-college district budget models to determine whether it is necessary to develop a new model or make changes to the current one.

LACCD Recommendation 2

The functional relationship between the College and District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition. (IV.B.3.a, c)

The District addressed this recommendation by replacing its functional map with a greatly improved version in 2008. The 130-page document contained descriptions of the roles of the Board of Trustees and its committees, the functions and membership of 56 district-wide governance and administrative committees, a definition of the functional relationship between the district and the nine colleges, a grid of District Office Service Outcomes (DOSOs) detailing the function of each division and administrative unit and its relationship with its college counterparts, and flow charts showing participation in administrative processes.

In 2009, responding to a recommendation by the ACCJC evaluation teams visiting three of our colleges, the District embarked on a comprehensive effort to evaluate the accuracy of the delineation of district/college roles and responsibilities and use the information to improve effectiveness. The project engaged faculty, staff, administrative, and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system.

The following steps were taken:

1. A thorough review and revision of District Office Service Outcomes, a 72-page segment of the Functional Map that offer a detailed description of the relationship between district-level administrative units and their college counterparts
2. Update of district-wide committee descriptions
3. Addition of sections to clarify the principles of governance in a partially decentralized district, policy formulation, and roles and
responsibilities of stakeholder groups and district-wide committees

4. A survey to assess the accuracy of the current definition of the district/college relationship

These efforts resulted in the creation of the LACCD District/College Governance and Functions Handbook, a convenient, user-friendly guide to district/college roles and responsibilities and decision-making processes. It provides employees with a more accurate and informed understanding of the District’s role in relation to the colleges. It will be reviewed and revised on a two-year cycle, beginning in spring 2012.

To assess the District’s effectiveness in providing services, the District instituted Customer Satisfaction Surveys for every major service unit in the District Office. The results of these surveys are being used to improve unit performance and further refine District Office operations.

Response to Commission Concern

The Commission is seeking evidence that the District has developed, implemented, and adhered to a plan which will address the unfunded retiree health benefit liability to assure out-year obligations are met without significant negative impact on the financial health of the institution. (Standard III.D.1.c)

The LACCD addresses liability for retiree health care by pre-funding a portion of its unfunded obligation. The District annually directs 1.92% of the previous fiscal year’s fulltime employee payroll and diverts an amount equivalent to the District’s annual Medicare D refund into an irrevocable trust managed through CalPERS. As of June, 2011, the balance in the trust was $30,311,536.07. The Fair Market Value of the Trust on June 30, 2011 was $34,185,180.73.

Under the current plan, the District commits to fund the annual retiree health benefit payments each year out of the General Fund. The contribution for fiscal year 2010-11 totaled $33,804,289, which was more than 82% of the Annual Required Contribution (ARC) of $40,908,000. The District monitors its liability and continues to assess the adequacy of its annual contribution.

Since the District annually prefunds 1.92% of the total full-time salary expenditures in addition to the annual pay-as-you-go amount, it will accumulate sufficient funds invested in the irrevocable trust over the next 15 to 20 years to fully fund the ARC and significantly reduce the unfunded liabilities. Even though the District received less funding from the State over the last three years due to the budget crisis, the District has not interrupted its annual contribution under the plan. The District is committed to continuing the current contribution plan and will ensure that adequate cash will be available to pay for OPEB liabilities when those costs become due.
Standard I

INSTITUTIONAL MISSION AND EFFECTIVENESS
STANDARD I

INSTITUTIONAL MISSION AND EFFECTIVENESS

CO-CHAIRS:

Ms. Sabrena Turner-Odom, Faculty
Dr. Michael Sutliff, Administration

MEMBERS:

Al Cowart, Faculty
Alexis Tucker, Faculty
Daniel Ortega, Faculty
Erika Miller, Faculty
Lynda Hall, Classified
Michelle Williams, Faculty
Nikia Billingslea, Faculty
Nkonye Ezeobah, Faculty
Nouha Toure, Faculty
Standard I
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

DESCRIPTIVE SUMMARY:

“The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the life of its diverse community.” Los Angeles Southwest College opened its doors in 1967 and currently serves more than 8,000 community members each semester. In August of 2008, LASC created The Vision of Los Angeles Southwest College to expand on the mission statement:

Los Angeles Southwest College (LASC) is a learner-centered institution dedicated to meeting the needs of learners – the students and community who access the college for programs; and the faculty, staff and administrators who provide learning opportunities and support. We subscribe to the premise that the learner is at the center of what we do in creating opportunities, providing an environment conducive to learning and working, establishing a place where the discourse of ideas can occur and where individuals can have experiences without sacrificing their individuality. Our foundations are driven by our institutional core values. [IA.3]

As a learner-centered institution, LASC bases instructional design and teaching practices on what the college knows about learning and cognition to create environments that encourage successful learning whether in a traditional classroom or in an online environment.

Along with the vision statement, LASC has identified and recently affirmed its Core Values: accountability, equity, respect, excellence, and integrity. [IA.4]
SELF-EVALUATION:

Los Angeles Southwest College has developed its mission and values statements in service of its core student population from the surrounding community. The concise mission statement focuses on quality learning and educational opportunities for a diverse community. Along with the vision statement, the educational goals, as stated in its Educational Master Plan, clarify how the institution strives to fulfill its educational commitments. The development of institutional outcomes and the assessment plan to measure those outcomes reinforce the institutional commitment to foster student learning college-wide. In addition, LASC develops and assesses student learning outcomes at the course, program, and institutional levels. In addition, the college has made a concerted effort to ensure there is alignment of course, program and institutional outcomes. The intent of assessing these outcomes from the classroom to student services is to improve the effectiveness of the institution in improving student learning. [IA.5]

The five institutional learning outcomes are as follows:

1. **Communication (Oral and Written Skills)**
   - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.

2. **Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)**
   - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.

3. **Information Competency (Information Competency and Technological Literacy)**
   - utilize research skills necessary to achieve educational, professional, and personal objectives.

4. **Social Responsibility (Responsible Citizenship and Valuing Diversity)**
   - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.

5. **Personal and Professional Development (Employability and Confidence Building)**
   - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

**PLANNING AGENDA:**
- None
Standard I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY:

LASC is a minority serving institution, with a 93% minority student population (60% African American and 35% Latino). LASC’s service area, South Los Angeles (South LA), faces considerable challenges to employment. South LA has among the highest poverty (30%) and unemployment (up to 25.5%) rates in the nation—more than 70% of students are low-income. Service area residents also have low levels of educational attainment. Nearly half of South LA residents (46%) are without a high school diploma and only 9% possess a bachelor’s degree or higher. This is reflected in the high percentage (over 85%) of LASC students who are assessed as being in need of developmental remedial education in English and math. [IA.1], [IA.2]

Los Angeles Southwest College serves students with programs in keeping with the functions of the California Community Colleges. Target populations include:

- Graduates of surrounding high schools
- Students preparing to transfer to four-year universities
- Community members re-entering the job market
- Unemployed and lower-income community members
- Employees needing to update skills
- Residents with young children
- Students with a high need for basic skills instruction

The majority of LASC’s students live in the community immediately surrounding the campus and within the service area’s zip codes. Periodical environmental scans, including U.S. Census data, review the demographics and socioeconomic status of the surrounding population and assess what skills are needed in potential job markets helped the college to determine its intended population. [IA.8]

Figure 3 below displays the educational goals for LASC students who were enrolled fall 2010. [IA.28]

Figure 3

LASC Student Ed Goals: Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Vocational</th>
<th>Transfer</th>
<th>General Education</th>
<th>Transitional</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>0%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

LASC 2012 Self-Study
The college and service area demographic information described above, as well as that displayed in Figure 3, help guide the development of academic programs and services to meet community needs within a cycle integrating planning, assessment, and resource allocation. For example, in the last few years the college has established the Puente Program, the Passages Program, and has begun developing courses in environmental science, business programs that focus on establishing new local small businesses, and forensics—all with the intent of eventually establishing new degrees and/or certificates to better meet the needs of the local residence and business community. LASC works with local high schools to identify current student needs. The Outreach Office staff collaborates with local high schools and meets with their counselors and provides orientation to college workshops. College courses focused on preparing for and succeeding in college are offered at a variety of high schools through TRIO, Upward Bound, and Educational Talent Search programs. Senior Day is offered on campus for potential college freshmen students. [IA.6], [IA.7], [IA.9], [IA.10], [IA.11], [IA.12]

**SELF-EVALUATION:**

LASC’s diverse learners access flexible learning programs strategically designed to best meet their needs. The campus does this in several way, such as utilizing results from biennial student satisfaction surveys, the Community College Survey on Student Engagement (CCSSE), institutional research data on degree/certificate completion, successful course completion rates, student focus groups, utilization of local demographic data, local business need assessments, and collaborating with local high schools. In addition, campus resources and quality instruction, including a distance education program, attract students outside of the immediate area, including international students.

**PLANNING AGENDA:**

- None

**Standard I.A.2. The mission statement is approved by the governing board and published.**

**DESCRIPTIVE SUMMARY and SELF-EVALUATION:**

The Los Angeles Community College Board of Trustees approved the current mission statement at its July 27, 2011, meeting. The mission statement features prominently in the college catalog, is published in the schedule of classes, is posted around campus, and is displayed on the college website. [IA.1], [IA.14], [IA.15], [IA.16]

**PLANNING AGENDA:**

- None
Standard I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College’s Strategic Planning Handbook provides for the review of the mission statement every three years:

- The co-chairs of the Strategic Planning Committee (SPC) convene the Mission Review Committee (MRC).
- The MRC conducts a review of the mission statement and may recommend changes.
- All college constituent groups (i.e., faculty, staff, administration and students) have the opportunity to review and comment on any recommended changes to the mission statement before changes are submitted to the president.
- In alternating three-year cycles, the MRC seeks input from the broader community, including business groups, governmental agencies, and educational institutions. Methods used to gather input may include soundly-designed surveys, focus groups, interviews, and public forums.

The MRC consists of:

- the co-chairs of the SPC
- three other administrative representatives, appointed by the president
- four Academic Senate representatives
- three classified representatives, appointed jointly by the applicable unions
- two ASO representatives
- two community representatives, appointed by the president

Requests for reviews that may arise outside of the three-year cycle are processed by the College Council. [IA.17], [IA.18]

SELF-EVALUATION:

The last mission statement review process spanned several months in the spring and summer of 2010. It was inclusive, collaborative, and open. The evaluation of the planning and budgeting processes validated the effectiveness of the mission statement by ensuring all plans are in consonance with and are driven by the institutional mission and its core values.

The MRC included students who volunteered their own time to the review process. The committee considered data on student success support needs. The committee solicited the faculty and staff to participate in a survey about the institutional mission and provide feedback via campus email and various campus meetings. The survey had approximately 80 participants, 36% classified staff, 56% faculty, and 6% administrators. Participants were asked to give their feedback on four sample statements. About 20% of participants wished to leave the mission statement in its current state, about 40% were evenly divided between two of the statements, and 36% wanted the following: “The mission of Los Angeles Southwest College is to provide high quality education by keeping student needs a priority and working in partnership with its dynamic, multicultural community. Six percent did not like any of the choices. [IA.19], [IA.20], [IA.21]
The MRC reached consensus that the most important function of the college was to facilitate student success and life-long learning. The MRC then forwarded its recommendations to the College Council. In collaboration with the president, the Council revised the mission statement from “Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population” to “The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.” [IA.22]

**PLANNING AGENDA:**
- None

**Standard I.A.4. The institution’s mission is central to institutional planning and decision making.**

**DESCRIPTIVE SUMMARY:**

Directly and indirectly, LASC uses its mission statement in making decisions, from where to put money in student support services, to the scheduling of classes, and to the personnel it hires. For example, when constructing the academic schedule, department chairs consider specific requirements which include student population needs, degrees, and certificates. In the hiring process, specific questions related to local demographics are asked of potential employees and responses are assessed in terms of compatibility to meet the institutional mission and goals. [IA.23], [IA.24]

As stated in the Strategic Planning Handbook, the mission statement drives the strategic planning process (also described in more detail in Standard I.B) in creating strategic goals that are supported by measurable institutional objectives for the college. In addition, when developing its strategic plan, the college ensures that its plan is alignment with the LACCD and Community College Chancellor’s strategic plans as well. When programs formulate their objectives, they demonstrate that each program objective coincides with a specific institutional objective. This process enables the institution to demonstrate the relationship between the direction of the state, district, and college to individual programs and courses. [IA.24], [IA.29]

Planning documents, such as program reviews, instructional department plans, and the strategic plan, are annually integrated into the college’s Integrated College Operational Plan (ICOP), which then guides budget decisions throughout the year. [IA.17], [IA.18], [IA.25], [IA.26], [IA.27]

**SELF-EVALUATION:**

The previous mission statement was key in creating the 2008-2011 Strategic Plan. Subsequently, the 2010 revised mission statement was used to guide the 2011-2014 Strategic Plan development. For example, the 2011-2014 Strategic Plan identifies five strategic goals:
Strategic Goal 1: Access
Expand educational opportunities and access.

Strategic Goal 2: Success
Implement strategies for student success.

Strategic Goal 3: Excellence
Foster a college-wide culture of excellence.

Strategic Goal 4: Accountability
Foster a college-wide culture of service and accountability.

Strategic Goal 5: Collaboration and Resources
Cultivate and maintain new resources and external partnerships.

The five goals reflect each element of the mission statement and serve as the platform for all educational processes. The revised mission statement is served by these strategic goals and provides a framework for campus-wide discussion, course development, assessment, and resource allocation.

**PLANNING AGENDA:**
- None
Standard IA Evidence List:

IA.1 LACCD Board Of Trustee's Minutes Approving The Mission Statement (July 27, 2011)
IA.2 Institutional Research Data Provided To Office Of Resources And Grants (10,000 Small Businesses Capacity Grant Proposal)
IA.4 Core Values, Updated Fall 2011
IA.5 Ed Goals & Vision Statement—In Catalog/Website
IA.7 Senior Day Schedule
IA.8 Environmental Scan Data (Madrid)
IA.9 Program Review Template: Http://Www.Lasc.Edu/Faculty_Staff/Program_Review/Pr_Instructional_Pro.Html
IA.10 Small Business Grant Copies
IA.11 Environmental Science Course List
IA.12 Forensics Certificate
IA.14 Catalog
IA.15 Schedule Of Classes
IA.17 Strategic Planning Handbook
IA.18 Strategic Plan
IA.19 Mission Review Survey And Results
IA.20 Mission Review Committee Docs
IA.21 Example Of Emails (MRC)
IA.22 Email From President Approving The Final Mission Statement
IA.23 Sample Of Types Of Interview Questions—Nat. Sciences
IA.24 Presidential Task Force (Strategic Plan)
IA.25 Program Review Template Examples: Http://Www.Lasc.Edu/Faculty_Staff/Program_Review/Pr_Instructional_Pro.Html
IA.26 Instructional Department Plans (Idp) Template
IA.27 Integrated College Operational Plan (Icop)
IA.28 Student Ed Goals Fall 2010_Lasc
IA.29 Report To The Board Of Trustees (BOT) On Strategic Planning
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**DESCRIPTIVE SUMMARY:**

LASC’s strategic planning process attracts active participation from all segments of the college community in the discussion and implementation of ideas that improve the institution as a whole.

First, the college reviews and prioritizes the goals and objectives of the Strategic Plan in the annual Integrated College Operational Plan (ICOP). This is a key activity to opening a dialogue to evaluate student learning and institutional processes. The college Strategic Planning Committee (SPC) has the responsibility of drafting the ICOP and sending it to the leaders of all the constituent groups on campus. All additional employees receive the draft by email. Each constituent group collects feedback from its members and provides it to the SPC, which develops a final draft. Thus, students, faculty and staff all contribute to a campus-wide discussion of the ICOP. [IB.1], [IB.2], [IB.3], [IB.4]
Once the SPC finalizes its version of the ICOP it forwards the ICOP to the College Council. The College Council reviews the ICOP and makes its final recommendations to the college president. As the overarching participatory governance group, the College Council ensures that all stakeholders have ample opportunity to understand and discuss impending decisions. Students, faculty, staff and administration have formal representation on this body. The College Council strives to operate by consensus so that its recommendations to the president carry the weight of “general agreement among nearly all participants in a deliberative process.” (Strategic Planning Handbook) This is another formal opportunity for all constituencies to participate in the development of the ICOP. Most recommendations, plans, or suggestions coming from the various campus committees, individuals or groups are submitted to the College Council. It is only after effective dialogue has taken place that the College Council makes its recommendation to the president. [IB.5]

The college president informs the college community of his final decisions. The final ICOP is posted on the campus website. [IB.7], [IB.8]

Similar procedures govern the program review process, which both contributes to and grows out of the ICOP. Every area of the college does a program review, evaluating objectives linked to the college’s strategic goals. Program review is designed to lead to program improvement. Good objectives are complete with measures for assessment and evaluation that lead to improvement. In a cyclical evaluation process, the objectives are then assessed and updated in the following program review cycle. Every person in an area is responsible for contributing to the preparation of the area’s program review, working toward the goals that are set forth and assessing an area’s progress in meeting its objectives. The program review initiator collaborates with others in the area to complete the review. [IB.9], [IB.10], [IB.11]

Opportunities to contribute to the improvement of student learning and institutional processes occur on other levels. College committees, Academic Senate committees and departments meet on a regular basis, engaging in discussions about efforts to improve learning and accomplish college goals. The Accreditation self-study preparation and review process, with active faculty and staff participation on Standards Committees, has been examining LASC’s successes and challenges. Staff development activities provide another venue by soliciting feedback at each development activity as to what worked well in the activity, was did not work so well, and what kind of things should be done in the future to better meet faculty needs for staff development. [IB.12], [IB.13], [IB.14], [IB.15]

Less formally, the president invites faculty, staff, and students to campus-wide forums which are conducted three to four times per year in the college theater. Participants openly discuss campus issues, including its administrative structures, budgeting, planning, enrollment management, and accreditation efforts. The college president conducted numerous forums during the spring and fall of 2011, addressing the budget, course offerings, and upcoming construction. Some of these forums were specifically for students and others were specifically for faculty and staff. This has been an opportunity for the college president to hear directly from LASC students, faculty, and staff about their concerns and needs. [IB.16]
Flex Day which precedes each semester and is mandatory for faculty in fall and voluntary in spring, presents information about the institution’s efforts to achieve its goals and improve learning, as do LASC’s “Message from The President” sent by email several times per year, the Student Success Newsletter, and the Academic Senate newsletter. [IB.17], [IB.18], [IB.19]

Periodic surveys such as the Fall 2010 Campus Climate survey provide all personnel a chance to express their opinions about the college and ideas for institutional and program improvement. Student surveys occur every two years. In addition to seeking input, these surveys help educate the campus about college goals. [IB.20]

SELF-EVALUATION:

To use the Strategic Planning Committee system to full effect, LASC needs the engagement of all campus stakeholders in discussing LASC’s planning, evaluation, goals, and values. Faculty and staff have multiple opportunities to discuss student learning and institutional improvement. For example, in October 2010, the Bridging Research, Information and Cultures (BRIC) Technical Assistance Program facilitated workshops on Program SLO Assessment. Copies of our Non-Instructional and Instructional Program SLOs, a workbook on SLO assessment, and other materials were available for a working session. Six working groups combining academic departments and student service areas were established. This was an excellent opportunity for faculty, staff, and administration to come together for dialogue and action planning on SLO assessment in each program and assisted with the completion of module 5 of the 2010 instructional program review. Student Services utilized the feedback from the BRIC facilitators to improve current SLOs and develop a more comprehensive assessment plan. Dialogue also encompassed the assessment of institutional planning. Dialogue about the assessment results has now been institutionalized in the annual program review updates in which each program is to include when it held department/group and discussion meetings about the student attainment of SLOs (at the course and program-levels) as well as plans for the improvement of student learning. [IB.10], [IB.74]

Some results from the Fall 2010 Campus Climate Survey regarding questions related to faculty and staff voices in campus planning and policy-making are listed below:

- 55% of respondents felt LASC leadership encouraged participation and they were aware of policy and planning practices.
- 58% believed college planning processes offer input by appropriate constituencies.
- 61% of employees believe that improving institutional effectiveness is valued throughout the college.

While the affirmative numbers may appear less than desirable, it should be pointed out that only 17.5%, 9%, and 14.7% of respondents, respectively, disagreed with these statements. Those who said they were neutral on these questions ranged from 23% to 31%. The campus plans to investigate why this neutral segment of the college community is unaware of or disengaged from these issues. [IB.21], [IB.22], [IB.23]
The Fall 2010 Campus Climate Survey asked faculty and staff whether, on a scale from strongly agree (5) to strongly disagree (1), they recognized their role in helping LASC achieve its goals through participation in the various governing, planning, budgeting, and policy making bodies of the college; the median score was a positive 3.6. In addition, 72% believe program reviews are integrated into the college planning process and 76% believe that the assessment of SLOs is considered in college planning. College-wide forums are scheduled to disseminate information, solicit involvement, and clarify roles and responsibilities of engaging in shared campus governance. A master calendar of all campus committees was published in fall 2011. This calendar clarifies ongoing college committee opportunities and solicits greater engagement across campus. During the August 2011 Flex Day, faculty and staff were encouraged to participate on college committees by indicating interest and providing contact information on sign-up sheets. [IB.24], [IB.25], [IB.26]

In 2010, some program areas reported that they did not receive information or direction regarding college-wide institutional performance and how it might be used for program review comparisons, but this issue was addressed and corrected in the 2011 Program Reviews and Program Review Updates. [IB.27]

LASC goals and values are part of a continuous campus discussion, but many stakeholders do not participate in the meetings in which these goals and values are discussed; some stakeholders do not read email bulletins or the college website. More faculty and staff should be engaged in the critical dialogue.

LASC is seeking to do a better job of communicating with faculty, staff, students, and the community, in relation to goals, values, measures, SLOs, evaluation, and improvement. Not all staff members understand the value of strategic planning and the ICOP; future communication will focus more on the meaning and value of these items as they relate to LASC goals, values, and progress. The Academic Senate has also been publishing a hard copy newsletter monthly to reach out to and inform faculty who might not have regular access to email or the LASC website. [IB.28], [IB.29]

In the future, the SPC will seek to improve its operations by explaining the planning processes and documents to staff, focusing on how individuals fit into these processes, why their engagement is needed, and how this planning will manifest in their work. To execute this, the SPC will do such things as; create a PowerPoint or video explaining the strategic planning process that can be retrieved from the campus website and presented at all department meetings at the beginning of each semester; record the results of discussions in the Summary of Group Discussion about Student Learning from ATD; record action plans in Description of Action Plans for Improvement Resulting from Analysis of SLO Results; store any assessment evidence in folders/files for future reference; ask for personnel at the department and office level to raise awareness of the processes as a supplement to archived documents and emails; standardize a process for using relevant institutional performance information in both instructional and non-instructional program review.

**PLANNING AGENDA:**

- None
Standard IB.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY:

With the leadership of the Strategic Planning Committee (SPC), Los Angeles Southwest College employs a robust system of planning and program review to determine long-term and annual plans and to measure success. The review process distinguishes between strategic and annual planning. Strategic planning looks three to five years into the future and guides annual planning processes through an analysis of all past planning documentation and results. [IB.30], [IB.31], [IB.32]

The SPC integrates the many college-wide plans so that the college can agree upon a collective approach that minimizes redundancy, maximizes efficiency, and increases productivity, employee morale, and student learning. The Integrated Strategic Plan (ISP) brings together the Educational Master Plan, the Facilities Plan, the Fiscal Plan, the Technology Plan, the Staff Development Plan, the Student Success Plan, the Marketing and Public Relations Plan, the Career and Technical Education Plan, and the Enrollment Management Plan. Separate committees develop and maintain each of these plans, and all are available on the Strategic Planning website. The SPC drafts the Integrated Strategic Plan (ISP) in accord with the institutional mission, values, and institutional learning outcomes, taking into account data collected from stakeholders and alumni. After extensive formal review from all the college constituencies, the college president approves the final ISP, which is then submitted to the Board of Trustees for their approval. The SPC uses a 3-year cycle of evaluation to review the institutional priorities of the ISP and to direct their assessment. [IB.33], [IB.34]

Bearing in mind the goals identified in the ISP, LASC uses the process outlined in the Strategic Planning Handbook to determine the annual Integrated College Operational Plan (ICOP):

- Programs and departments develop annual plans, including objectives with timelines for their implementation and measures for their success.
- Administrators provide input, comparing these plans to the ISP.
- SPC drafts the ICOP.
- Constituent groups review the ICOP draft.
- The College Council considers the ICOP draft and submits it to the college president.
- The president determines the final ICOP.

Once the president has adopted the ICOP, the Budget Committee uses it to guide allocations.

The department and program-level annual plans that feed into the ICOP originate in LASC’s program review process. Having assessed their success in meeting previous objectives, departments and programs have set new objectives for the coming year. They indicate how progress towards those objectives will be measured by:
identifying all of the activities necessary to accomplish each annual objective
creating a timeline for implementation and completion of each activity
designating a person responsible to oversee the activity
designing an assessment measure for determining the overall outcomes of the annual objectives

The Annual Planning Retreat involves the SPC and constituent campus leaders. At this retreat participants assess the status of the strategic plan and make adjustments, hear from local community leaders, train campus leaders in planning processes, and in years when a new strategic plan is being created, create a draft that can be vetted college wide. [IB.9], [IB.35], [IB.36]

**SELF-EVALUATION:**

The planning process is informative and helpful in providing guidance to individual departments and instructional and non-instructional programs. Each program is required to align its annual objectives with the college’s strategic objectives as articulated in the college strategic plan. More specifically, the college’s paradigm for ensuring its goals are accomplished is to develop measurable objectives that, if met, would ensure the institution accomplishes its goals. Additionally, each objective is supported by a series of activities with a primary entity responsible for each activity’s implementation and follow-through along with a timeline for completing the activity. Each year at the annual planning retreat, the college assesses its objectives and adjusts them if necessary to ensure accomplishment of college goals.

In fall 2011, the college approved and began implementing its 2011-2014 Strategic Plan. A detailed account of the collaborative and broad based process the college used to create this plan is included in Standard IV.B.2.b. The 2011-2014 Strategic Plan contains five goals which are as follows: [IB.9], [IB.49], [IB.50], [IB.71], [IB.76], [IB.77], [IB.84], [IB.88]

**GOAL 1—ACCESS**
A three-year strategic goal of this college is to expand educational opportunities and access to under-represented groups from the service area by:

- improving relationships with service area high schools,
- engaging departments, faculty, and staff in addressing the needs of academically underprepared students, and
- ensuring all students are able to navigate the college environment

**GOAL 2—SUCCESS**
A three-year strategic goal of this college is to implement strategies for student success reflected in:

- successful course completion rates,
- UC/CSU transfer rates,
- successful achievement of course, program, and institutional SLOs,
- the development of CTE programs that address local labor market needs, and
- the development of methods to track future success when students leave LASC (for example, degree attainment and employment after enrolling at LASC)
GOAL 3—EXCELLENCE
A three-year strategic goal of this college is to foster a college-wide culture of excellence by:

- investing in faculty and staff excellence and supporting faculty and staff members in attaining excellence and achieving recognition as leaders and innovators in their fields,
- providing resources and incentives for faculty and staff to pursue ongoing intellectual growth and engagement,
- encouraging student participation and engagement beyond the classroom, and
- increasing the visibility and day-to-day enactment of the college’s core values.

GOAL 4—ACCOUNTABILITY
A three-year strategic goal of this college is to foster a college-wide culture of service and accountability that streamlines the cycle of evaluation, planning, and improvement in all areas and increases transparency in decision-making procedures.

GOAL 5—COLLABORATION & RESOURCES
A three-year strategic goal of this college is to cultivate and maintain new resources and external partnerships by:

- encouraging the pursuit of external funding at all levels of the college,
- increasing partnerships with local businesses, government agencies, and non-profit organizations particularly but not exclusively in CTE areas,
- increasing partnerships between community organizations and academic programs, and
- continuing efforts to build a positive college image in the community.

The 2011-2012 Strategic Plan contains 28 strategic objectives to be accomplished by June 30, 2014. These objectives are designed to ensure that the college reaches its five goals. The objectives are measurable with distinctive benchmarks that are supported by activities to be conducted over the next three years. Each year, at the annual planning retreat, the college assesses its progress toward reaching its goals by assessing each of the 28 objectives. Each year the college develops an annualized version of the strategic plan in its Integrated College Operational Plan (ICOP). The ICOP objectives are support by activities, beginning and ending dates, assigned persons responsible, and placed in a matrix for monitoring and follow through by the Strategic Planning Committee (SPC). The full strategic plan with objectives can be viewed at:

http://www.lasc.edu/faculty_staff/strategic_planning_committee/documents/StrategicPlan%202011Thru2014Final102411.pdf [IB.2], [IB.35], [IB.37]

The 2012 Self Study committees have documented LASC’s success in following the plans put in place since its 2006 Self Study. The 2008-2011 Strategic Plan has guided the college overall, and each plan has implications for the entire college.
- Standard II of the self-study considers progress toward the goals of the Educational Master Plan, the Student Success Plan, the Career and Technical Education Plan, and the Enrollment Management Plan.
- Standard III.A considers progress toward the goals of human resources and the Staff Development Plan.
- Standard III.B considers progress toward the goals of the Facilities Plan.
- Standard III.C considers progress toward the goals of the Technology Plan.
- Standard III.D considers progress toward the goals of the college budget and the Enrollment Management Plan.

The planning process could be improved by broadening communication as well as clearly defining and consistently articulating the purpose, values, and effects of planning on programs. Obtaining more feedback from external constituencies could help guide the process in setting priorities.

The target deadlines established for each stage of the planning process have not always been met, and some of the committees charged with creating the plans that feed into the ISP meet on an as-needed basis, but LASC’s planning process has shown measurable results toward institutional learning and improvement. [IB.38]

LASC is a pilot campus in the development of the LACCD’s Institutional Effectiveness System (IES). This system will allow for the completion of program reviews online and streamline the articulation between program review objectives and other aspects of college planning. LASC plans to utilize the system during its 2012 program review cycle.

**PLANNING AGENDA:**
- None

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**Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

**DESCRIPTIVE SUMMARY:**

Through program review, Los Angeles Southwest College systematically assesses the progress of departments and programs (including academic, student services, and administrative services) towards achieving the goals and objectives identified in the Integrated Strategic Plan (ISP) and the Integrated College Operating Plan (ICOP). It does this on an annual basis for all programs, departments, and the college strategic plan. Program reviews apply the assessment measures identified in each department’s or program’s own annual plan. In addition to reviewing quantitative data, faculty and staff reflect on their program’s effectiveness and identify ways to improve program success. [IB.10]
Non-instructional programs, i.e. Student Services and Administrative Services, complete annual program reviews. The Academic Senate recently revised the instructional program review timeline; comprehensive instructional program reviews are completed on a six-year cycle, and annual program review updates are completed each year in between the six-year comprehensive review. Instructional program reviews use data provided by institutional researchers to examine trends in course enrollment, student demographics and success. Programs may also include their own data on student learning outcomes assessments and student feedback from surveys and focus groups. Programs whose services cannot be directly tied to course enrollment data collect their own data on the demographics of students served by or enrolled in the programs. The institutional researcher refers faculty and staff completing instructional program reviews to state and college-wide data on retention and success on the California Community College Chancellor’s Office website. [IB.38]

In fall 2010, LASC joined 130 institutions in the Achieving the Dream initiative. Achieving the Dream (ATD) is a national nonprofit organization founded in 2004 that helps community college students succeed, particularly students of color and low-income students. The organization works on multiple fronts, including efforts on campuses, in research, public engagement and public policy. ATD is built on the belief that broad institutional change is critical to significantly improving student success rates and that such change must be informed by student achievement data. ATD supports evidence-based college decision-making by assessing the needs of its students, college, faculty and staff in focus groups, surveys, and interviews. Following LASC’s involvement, the district decided to include all LACCD colleges in the initiative.

LASC began implementing student focus groups in the fall of 2010 and presented its initial findings during the ATD Conference in spring 2011. ATD provided LASC with a coach and data facilitator to help the college evaluate its initial findings, develop follow-up procedures, and begin developing plans to implement interventions that would provide all new students with an orientation, create a faculty teaching academy, and create a stronger link between classroom instruction and student support services available in the various campus labs. [IB.39]

In 2010, some program reviews included student feedback collected through focus groups, interviews, and by surveys. The Office of Institutional Research and program review committee created a survey instrument that any instructional program could modify to fit its own needs, and non-instructional programs developed their own surveys. Most offices used paper surveys, but some, like the International Students Services’ office and the federally funded TRIO scholars program, used SurveyMonkey, an electronic survey shared by email. The surveys for non-instructional areas have been in place for several years, but have only been implemented in the last couple of years. [IB.40], [IB.41], [IB.42]

In 2005, with ten other colleges, LASC participated in USC’s Equity for All projects, designed to close the equity gap in post-secondary educational outcomes for students of color. In 2008, LASC was one of the three lead community colleges in the California Benchmark Project, a USC effort to help increase the number of African-American and Latino community college students who successfully embark on the paths to transfer. As a lead college, LASC put together a 10-person “evidence team” including teaching faculty, administrators and counselors. The results of
the California Benchmarking project were then published in a formal report to the president. The analyses contained in this report have been a primary guiding factor in creating interventions to improve the success of underprepared students, particularly as it relates to English and math basic skills. For example, tutoring resources were increased. There was previously one full-time math instructor in the Math Lab and access to the computer-aided instructional (CAI) program Plato. As a result of these changes, in addition to the full-time instructor (who also serves as lab manager) and the Plato software, four part-time tutors working at different shifts (with their time more allocated during peak hours) were added. In addition, adjunct faculty desks were relocated to the Math Lab so instructors could hold their office hours there. Similarly, the full-time math faculty members spend at least one hour a week in the Math Lab. Some of the other interventions put in place as a result of this work were as follows:

- Lab hours were increased and the lab was made more available to students working full time by opening on Saturday mornings from 9am-12pm.
- Workshops were added on Friday afternoons, a time when the Math Lab is closed for general use, and approximately 10-15 students attend each workshop.
- Students enrolled in Math 112 and 115 are required to complete eighteen hours of lab time. The lab manager keeps track of students’ attendance for those required to complete lab hours. Some students come to get help with their homework; others are enrolled in online math courses so they come to use the computers to do online assignments.
- The Math Lab was relocated to a quiet room with new furniture that is large enough to accommodate the increased demand brought about by the requirement that students complete lab hours.
- The resources are better publicized and instructors actively refer students to use the Math Lab, sometimes bringing them there themselves.

[IB.43], [IB.44], [IB.45]

LASC’s Student Learning Outcomes (SLO) committee assists college personnel in developing and implementing assessments of SLOs. In 2010, the SLO committee submitted a revised and more aggressive timeline than previously designed for the assessment of individual course SLOs in a three-year ongoing cycle. The cycle includes data collection, assessment, data review and analysis, instruction or content modification, implementation of change, and re-assessment. [IB.46]

The committee is currently developing an assessment plan for the five institutional student learning outcomes and will assess four of the five ISLOs by the end of fall 2011. Program SLOs (pSLOs) will be assessed by the end of fall 2011, utilizing the assessment results of the course SLOs aligned with each pSLO. A module on course and pSLOs included in the annual academic program review update was implemented in fall 2011 and focused on dialogue and reflections by faculty on SLO assessment results, analysis, and plans for improvement. [IB.47]

Program review findings lead to resource allocation through the formal process of creating the Integrated College Operational Plan outlined in I.B.2. In allocating resources, the Budget Committee relies primarily on the Integrated College Operational Plan (ICOP). Planning, resource allocation, implementation and evaluation thus occur in a yearly cycle that begins with the annual planning retreat and ends with the adoption of the ICOP and budget for the next year.
LASC assesses progress on the ISP in a longer cycle. Organized by the SPC, the annual planning retreat brings campus leaders together to review the strategic goals and evaluate what is working and what is not. The Academic Senate and campus committees, as well as those undertaking program reviews, discuss strategic goals. The Planning groups such as the Educational Master Plan Committee and the Technology Committee also review progress towards the goals of the ISP in their specific areas. Evaluation of the 2005-2008 Strategic Plan fed into the creation of the 2008-2011 Strategic Plan. At the 2010 annual college planning retreat during the summer of 2010, attendees determined that LASC was meeting most of its strategic objectives and exceeding some. For example, 27 objectives had been developed to accomplish 6 strategic goals. Prior to summer 2010, 22 (82%) were completed or ongoing, 2 (7%) were in progress, and 3 (11%) were still in the planning stage (unchanged). As a result of the 2010 analysis, the college agreed to adjust its objectives as follows: 17 of the original 27 objectives were adjusted and 9 new objectives were added (total = 36). Results from the summer 2011 analysis were as follows: 24 (67%) of revised objectives were completed/ongoing, 9 (25%) were in progress, 3 (8%) were postponed to the next year. Subsequently, the analysis of the 2008-2011 plan was used to help create a draft of the new 2011-2014 Strategic Plan. [IB.48], [IB.49], [IB.50]

**SELF-EVALUATION:**

LASC recognizes the need to reach out to faculty and staff and change its “reactionary culture” to that of a “culture of evidence.” Full buy-in to the planning cycle advances when the connection to resource allocation is transparent. In 2006, LASC drafted its first Basic Skills Plan, identifying goals and objectives to guide college-wide basic skills reform through 2009. In the summer of 2008, the college built on the foundation of this plan to develop a comprehensive, three-year 2008-2011 Student Success Plan, subsequently approved by the Academic Senate and college president. This new plan not only builds upon the successes of the past but offers a more systematic approach to strategies for addressing the needs of underprepared students. Most importantly, the new plan improves upon the previous one by analyzing recent campus data, particularly the work of the California Benchmarking Committee. The first phase of the 2008-2011 Student Success Plan was implemented during the 2008-2009 year, and additional actions and reforms continue to follow through 2011. The commitment of the college to addressing the needs of its student population is evidenced by the creation of this new plan and by the fact that the college has funded all the plan’s activities. [IB.51]

Strategies for greater transparency might include an updated and expanded budget website, periodic budget newsletters, or formal responses from the budget committee to the programs and units that request resources.

LASC and ATD trained staff plan to conduct more focus groups on campus that include students, faculty, and staff. This data collected will inform future planning and evaluation.

Plans developed in the program review and annual department planning processes have borne fruit. Many of the objectives developed in the 2008 mini-reviews were achieved by 2010:

- the English department opened an English Writing Center
- the Math department revised the math assessment and placement process and instituted common final exams for Math 115 and 112
Child Development expanded online course offerings, implemented a departmental student needs assessment, and developed a path to a CD skills certificate and teacher permit. Additional full-time faculty were hired in programs such as Nursing and Anthropology. Admissions and Records developed a streamlined process for processing K-12 forms and information from partner high schools. DSPS hired a full-time learning disabilities specialist and developed two DSPS Learning Skills classes. Financial Aid developed workshops and presentations that helped to increase the percentage of students who received aid.

**PLANNING AGENDA:**

- None

**Standard I.B.4.** *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

**DESCRIPTIVE SUMMARY:**

In committees and in less structured venues, faculty, staff, students, and administrators participate in all aspects of planning. Campus-wide forums, department meetings, and Academic Senate meetings are among the opportunities to discuss and offer feedback on college planning. FLEX day activities offer an opportunity for all faculty and staff to dialog about college planning and needs. For example, the College Council is the overarching shared governance group for the college. For a full discussion on participatory governance see Standard IVA. Almost all college committees make their recommendations to the College Council, which in turn makes its recommendations to the president on college-wide matters not addressed exclusively by the Academic Senate or collective bargaining groups. The Council contains representation from all of the governance groups and the Associated Student Organizations (ASO). The Council is co-chaired on a rotating basis by the Academic Senate President and a college vice-president, and membership is balanced between instructional and non-instructional members, including representatives from the following groups:

- One College Vice-President
- Academic Senate President
- Three Academic Senate Representatives
- AFT Faculty Chapter President
- Three AFT/Faculty representatives
- One Dean (Teamster)
The Strategic Planning Committee includes representatives appointed by the administration, the Associated Students Organization, the Academic Senate, the Faculty Guild, the Staff Guild, and other staff unions. Committees responsible for more focused plans, such as the Technology Committee and the Educational Master Plan Committee, have similar membership. These representatives have the responsibility to involve their respective constituencies in major decisions. All committees are charged to circulate their agendas in advance, and all committee meetings are open, so discussions on strategic plans are accessible to all. All college-wide planning documents are distributed through campus-wide email and are available on the college website. The ICOP circulates in draft form before it is adopted. [IB.4], [IB.56], [IB.57]

While the ISP and the ICOP are developed with the participation of the entire campus, they tie into processes that take place at the department and program levels. Program faculty and staff work together to prepare program reviews. Faculty take the lead in the completion of Instructional Program Reviews, which feed into Instructional Departmental Plans (IDPs); these plans are designed to include input from all department members. Administrators review the plans and provide feedback to the departments. [IB.58], [IB.59], [IB.3], [IB.2]

The Budget Committee (a participatory governance body) uses the ICOP as a guide in proposing the prioritization for the allocation of resources. After prioritizing resource allocation requests using the ICOP as a guide, the Budget Committee submits is recommendations to the president for final approval. In addition, to prioritizing resource requests, the Budget Committee also provides an on-going framework for reviewing the college strategic and annual budgeting process and makes recommendations regarding the college budget and its implementation to the college president. [IB.9]

In addition and in order to improve institutional effectiveness, in the last two years, the college has obtained over 14 million dollars from external funding sources, such as grants and implemented programs like Puente, Passages, and a Predominately Black Institution (PBI). For a more complete discussion of how these resources are being used to improve student learning and success, see discussions is Standards II.A and B and C. Standard IIID also discusses the use of these resources. [IB.60]

Los Angeles Southwest College publishes its goals and objectives on the college website, circulates them in campus-wide emails, and discusses them in public forums like FLEX days, town halls, department meetings, and other planning meetings. [IB.61]

Assessments of progress towards the goals appear on the college website and are presented at committee meetings, campus forums, FLEX days, and in newsletters.
The college participates in a district wide biennial student satisfaction survey and in spring 2010 participated in the Community College Survey of Student Engagement (CCSSE). These results are discussed in various campus planning meetings, and distributed by email to all constituents. Results are used to assess ISLOs and are incorporated in the college plans and program reviews. [IB.62], [IB.63]

The Outreach and Recruitment Coordinator regularly visits local high schools and shares LASC information there. CTE programs communicate college information to local schools and businesses and host several community advisory meetings each year in order to receive feedback from the public as to the effectiveness of the college’s CTE program. [IB.64]

The Department of Institutional Research summarizes key data over a five-year period in spreadsheets supporting program review and available on the college website. [IB.65]

All new and updated courses have identified at least two SLOs along with assessment plans and schedules for assessment. Under the guidance of the SLO committee, LASC collects data on individual programs, courses, and institutional outcomes related to the academic programs, while Student Services collects data service department SLOs. Program reviews may publish and use all of this data in evaluating program improvements. All completed program review documents evaluating program improvements are kept in evidence in the respective departments and the Office of Institutional Research. [IB.66], [IB.67]

**SELF-EVALUATION:**

Participation is encouraged and opportunities for participation are plentiful. Some members of the college community who wish to participate in planning activities may be unable to attend meetings. Adjunct faculty, part-time staff and students attend on their own time, whereas teaching release time is available for full-time faculty who coordinate program review, SLO assessment, and other planning activities. Inconsistent meeting times and scheduling conflicts at times make broader participation difficult. Therefore, in fall 2011, the college implemented a college hour on Tuesday and Thursday during primary terms from 11:00 AM to 12:30 PM during which few classes are taught. The goal of this college hour is to eliminate overlap of various meetings and campus venues and to encourage more participation in campus planning committees, create opportunities for campus forums, and allow for discussion of the SLO assessment results.

Representatives across the college are members of the SLO committee, and the dissemination of data results begins with each member. Recommendations are published on the website and several departments across campus use this information for program improvement through the program review process. Results are also communicated publicly in certain divisions. For example, CTE engages its advisory council in the program development process by sharing individual program data and solicits input on recommendations for program improvement. [IB.64]
The results of the ATD data collection, analysis and proposed interventions are being published in a newsletter, on the college website and are being discussed in open meetings across the campus. [IB.68]

Through the BRIC project, a Research Team has been established to develop procedures for research requests to better manage the research office and strategically map out the research agenda on an annual basis. [IB.69]

Additionally, the annual program review process requires the review of institutional data ranging from enrollments, to demographics, to retention and success rates, FTES generation, and average class sizes. From time to time, as it did in Equity for All, California Benchmarking, BRIC, and ATD, the college looks at student placement and matriculation into higher level courses. Discussions of these issues take place in venue such as departments, Flex day activities, campus forums, and various committee meetings.

**PLANNING AGENDA:**
- None

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**Standard I.B.5.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**DESCRIPTIVE SUMMARY:**

In addition to its regular meetings, the Strategic Planning Committee uses the annual planning retreat as one of the venues to discuss changes in college planning by examining what is working and what is not. [IB.70]

In 2009, Los Angeles Southwest College was selected as one of 15 California Community Colleges to participate in the Bridging Research, Information, and Cultures (BRIC) Initiative Technical Assistance Program (BRIC-TAP). During the 2010-2011 academic year, LASC received an organizational needs assessment, a staff development training, and customized data facilitation and coaching interventions. This support was provided by the BRIC-TAP Lead Team, which is comprised of faculty members, researchers, and student services professionals with broad expertise in using information to inform planning, enable student success, and build institutional effectiveness. The implementation of interventions coming out of the BRIC-TAP project will help LASC to move forward in enhancing our culture of evidence that addresses student success and student needs. For example, there will be a series of trainings for college leaders in planning and assessment of objectives, workshops on improving student learning outcomes assessments, and the creation of a Strategic Research Team to drive the annual research assessment agenda of the college. [IB.71]
SELF-EVALUATION:

The Program Review Committee has conducted regular assessment of its processes and made several changes in the last few years to improve that process. On May 20, 2011, the Academic Senate voted to approve the institution of annual instructional program review updates. These updates began in fall 2011. Comprehensive reviews will occur on a six-year cycle. Annual program updates will focus on major changes in the program, the status of previous objectives and resource requests, and student learning outcomes updates. [IB.72], [IB.73], [IB.74]

Several specific modifications have occurred as a result of systematic review. For example, several student services offices had not been collecting demographic data for their students served. For 2011, the program review instrument was adjusted so that if a program did not have measures in a certain area, this was to be noted, along with an objective to address this gap. [IB.75]

LASC has instituted a requirement that all courses integrate at least two student learning outcomes, and a schedule of data collection on course outcomes has been developed to track the assessment process. Departments review data results, discuss implications, and make recommendations for growth and improvement. These recommendations are shared with the SLO committee, which reviews the data from an institutional perspective. Discussions on Institutional Learning Outcomes have been initiated with the first round of pilot assessment data collected in Spring 2011. The results from that pilot have been shared with the SLO committee and Academic Senate, and recommendations for increasing the data pool and continuing the work have begun in fall 2011. [IB.76], [IB.77], [IB.78]

The SLO committee has supported substantial changes, e.g., technical review of all SLOs and alignment of ISLOs, program SLOs, and course SLOs. In addition, mentors are made available to both instructional and non-instructional areas, and workshops and other requested resources across the campus support the assessment of student learning and the use of these assessments to impact instruction, content development, and student services. (See II.A.1.c., II.A.2.b, II.A.3.b., II.A.3.c, II.A.2.h.) In 2010, the Academic Senate approved the revision of the SLO timeline and established a six-semester SLO cycle, and an SLO Addendum to the Course Outline of Record was also adopted to identify and modify course SLOs. The LASC SLO addendum serves as a guide for documenting outcomes, assessment strategies, results, and recommendations based on collected data. Data and evidence in the completed matrix are collected, discussed across departments, and shared with the SLO committee. Substantial changes across the academic and student services programs are based on the ongoing discussions on direct student performance data found within these matrices. [IB.22], [IB.23], [IB.46], [IB.47], [IB.77], [IB.79]

Initiation of Institutional Student Learning Outcomes assessment was piloted in spring 2011 and yielded data in two primary outcomes: critical thinking and written computation. Results and recommendations were shared with the SLO committee and plans for expanding data collection are being developed, with a second data collection process scheduled for fall 2011. [IB.79], [IB.80], [IB.81], [IB.82], [IB.83]
**PLANNING AGENDA:**
- Evaluate and update all institutional plans in line with the new LASC 2011-2014 Strategic Plan

**Standard I.B.6. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College uses various methods to evaluate the effectiveness of existing programs and services. LASC annually assesses its planning process. The planning handbook guides this process. For example, the Strategic Planning Committee evaluates annually, both formally and informally, the planning and budgeting process as to its efficacy. The committee seeks input from all sources, and actively solicits feedback from planning process participants, constituency groups, and other appropriate entities. Using this input and feedback, it compares the process as implemented with the process as designed in the handbook; furthermore, it examines the outcomes of the processes, and, through the consultation process, recommends changes in the planning process it deems necessary to improve its operation and results. These recommendations are both to the Academic Senate and college president. [IB.9], [IB.84], [IB.85], [IB.12]

For example, in its regular meetings, the SPC discovers ways to improve planning and makes recommendations for those changes to the senate and college president. In addition, the annual planning retreat often considers ways to improve planning. For example, in summer 2011, the retreat broke into four focus groups to discuss attitudes about the college planning processes, particularly as they related to the college core values. Areas used to gather evidence include:
- Program reviews
- Student services data collection processes
- Achieving the Dream data collection process
- Student learning outcomes data collection
- Strategic plan data collection process
[IB.87], [IB.12], [IB.88]

The SLO committee gathers evidence on student learning which informs both the content and delivery of information. The committee also examines the assessment strategies used to measure learning. [IB.83], [IB.89], [IB.90]

Program reviews are another mechanism used to gather evidence on program effectiveness. Reviews examine data on specific aspects of a program, including student success rates in completing the course, program enrollment, currency of course outlines, SLO assessment procedures, and student feedback on programs. [IB.91], [IB.92], [IB.10], [IB.75], [IB.93]
SELF-EVALUATION:

The evidence collected is often very helpful but needs to be systematically shared in a formal manner. The SLO committee has created a plan to collect data, analyze effectiveness, and recommend changes on a consistent basis, while the strategic planning committee does the same. Some areas work very well; other areas need to be examined in order to create a more organized plan for identifying data sources, using data, and measuring impacts to create improvements.

The college is committed to focusing on improving its planning processes in the following areas:

- Focus more attention to the implementation and sustainability of necessary changes in evaluation processes, including attention toward student retention, student success, and student recruitment.
- Assess institutional student learning outcomes and evaluate the results for improvement of outcomes.
- Establish clear connections between data gathering, data usage, program needs, and strategic adjustments in programming with measurable and systemic benchmarks so as to provide ongoing feedback measuring short- and long-term goals.
- Document and publish recommendations for growth and program modifications with more transparency in order to inform the academic community of the status of student learning in terms of each outcome.

PLANNING AGENDA:

- None
Standard IB Evidence List

IB.1 Strategic Plan
IB.2 Integrated College Operational Plan (ICOP)
IB.3 Strategic Planning Committee Docs
IB.4 SPC Composition
IB.5 College Council Docs
IB.7 ICOP (Website Link)
IB.8 President Communications
IB.9 Strategic Planning Handbook
IB.10 Program Review Templates
IB.11 Program Reviews Evidence
IB.12 Academic Senate Minutes
IB.13 Department Meetings
IB.14 Curriculum Committee
IB.15 Staff Development Evaluations
IB.16 College Forums
IB.17 Flex Days
IB.18 Student Success Newsletter
IB.19 Senate Newsletter
IB.20 Campus Climate Survey From Fall 2010
IB.21 Campus Climate Survey Report
IB.22 BRIC SLO Workshops
IB.23 Student Services SLOs
IB.24 Accreditation Forums
IB.25 Flex Day Materials
IB.26 List Of Campus Meetings
IB.27 Program Review Communications 2011
IB.28 College Hour Memo
IB.29 Senate Newsletters
IB.30 Last Three Strategic Plans
IB.31 Examples Program Reviews
IB.32 Examples ICOPs
IB.33 SPC Website
IB.34 SPC Meeting Agenda/Minutes
IB.35 Annual Planning Retreat Docs
IB.36 Planning Communications To Campus
IB.37 Analysis 2008-2011 Strategic Plan
IB.38 Program Review And IR
IB.39 ATD Evidence Folder
IB.40 Program Reviews—Student Feedback
IB.41 Point-Of-Service Surveys
IB.42 Student Services Surveys
IB.43 Equity For All
IB.44 California Benchmarking
IB.45 Dowd Letter To President
IB.46 Senate Approval SLO Cycle
IB.47 Program Reviews With SLO's
IB.48 BOT Presentation, June 29, 2011
IB.49 Planning Retreat 2010 And 2011
IB.50 Planning Retreat PowerPoint
IB.51 2008-2011 Student Success Plan
IB.52 2008 Program Reviews Improvements
IB.53 Campus-Wide Forums
IB.54 Flex Day Agendas
IB.55 Strategic Planning Handbook Glossary Referencing College Council Membership
IB.56 Agendas Committees Evidence
IB.57 Website Link To Committees
IB.58 Instructional Program Reviews
IB.59 Instructional Department Plans
IB.60 Budget Committee Recommendations
IB.61 LASC Goals And Objectives
IB.62 District 2009 Student Survey
IB.63 Spring 2010 CCSSE Results
IB.64 CTE Advisory Council
IB.65 Strategic Planning Data
IB.66 Program Review Templates
IB.67 Course Outline Templates & SLO Addendum
IB.68 ATD Newsletter, Nov 2011
IB.69 Strategic Research Team
IB.70 SPC Annual Planning Retreat
IB.71 BRIC - Evidence Folder
IB.72 Program Review Committee (May 19, 2011)
IB.73 Strategic Planning Handbook (September 12, 2011)
IB.74 Annual Program Review Update Template
IB.75 Program Review Templates
IB.76 Minutes SLO Committee
IB.77 SLO Website
IB.78 SLO Assessment And Improvements
IB.79 Completed Matrix SLO
IB.80 Academic Senate Minutes (9/14/10)
IB.81 Rubrics For ISLO’s Assessment
IB.82 SLO Committee Minutes (May 25, 2011)
IB.83 SLO Website
IB.84 Presidential Task Force Docs
IB.85 Changes In Planning Handbook
IB.87 Strategic Planning Meeting Minutes
IB.88 Planning Retreat Evidence Folder
IB.89 SLO Course Outcomes Matrix
Standard II
STUDENT LEARNING PROGRAMS AND SERVICES
STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES

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**Standard II**

**Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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**Standard II.A. Instructional Programs:** The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**II.A.1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

**II.A.1.a.** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College is committed to reflecting the goal of the college mission statement in all of its programs, services, and activities. The mission statement declares that the mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community. Therefore, the college review and planning processes for the instructional programs are significant in upholding the integrity of the learning process for its population of students and results in relevant learning to enable each student to obtain his/her goals.
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with the educational preparation, diversity, demographics, and economy of its communities. The college’s 35 degree programs and 45 certificate programs are developed and revised at regular intervals based on research and analysis conducted at various levels to ensure that the educational programs reflect the mission of the college. Over the past six years, the college has awarded an average of 350 associate degrees and 27 certificates per year.

The Los Angeles Southwest College service area encompasses much of South Los Angeles which has among the highest poverty (30%) and unemployment (up to 25%) rates in the nation, with an estimated 64,632 unemployed and 151,330 low-wage incumbent workers (see Figure 1 and 2 in the Introduction). Poverty – According to Census 2000 data, South LA has nearly double the concentration of individuals living below the poverty line (30%) than the County overall (18%). Unemployment – South LA is highly “job-poor” with unemployment rates (up to 25%) exceeding national, state and local unemployment rates. Historically, the jobs-to-workers ratio has been twice as low as it is for the County. The Los Angeles-Long Beach-Santa Ana Metropolitan Statistical Area also reported the highest number of unemployment insurance claimants (38,204) associated with layoffs in the fourth quarter of 2010. No recent lay-offs in the health care industry were announced in the target area. Low-Wage Incumbent Workers – South L.A. has a higher proportion of low-wage incumbent workers relative to Los Angeles County—44% of workers living in South L.A. earn less than $25,000 and 18% earn less than $10,000 annually, compared to 30% and 11% countywide. Job Seeker Need for Training and Barriers to Employment – The workers in LASC targeted by recent grants obtained by the college face numerous obstacles to achieving economically rewarding employment. Though this population is diverse, they face common barriers to employment, including low educational attainment, limited finances, lack of childcare, and transportation. Nearly half of South L.A. residents (46%) are without a high school diploma and only 9% possess a bachelor’s degree or higher. As a result, many lack basic academic skills in English and math. This is reflected in the large number of students who need remedial courses in English and/or math. Similarly, many lack other foundational workplace skills, such as professionalism, teamwork, and technology literacy. Financing is a major barrier for many low-skilled adults and low-wage workers as there is limited financial aid available for part-time students who work. Access to affordable quality childcare, particularly during evenings and weekends is another common impediment. In Los Angeles County, licensed childcare is available for only 22% of children with parents in the workforce. Transportation is another barrier for a large percentage of low-income single parents (47%) and welfare-to-work participants (45%) in Los Angeles County who do not own a car. The majority of youth in foster care in the City of Los Angeles are concentrated in South LA. In 2006, the target area had the highest incidence of entries to the foster care system per 1,000 youth ages 0 to 17 years. [IIA.1]

Los Angeles Southwest College assures currency in its educational programs and courses and attempts to meet student learning needs and assesses progress toward the achievement of learning outcomes through its planning process. This process is used to make needed changes, additions, or deletions to educational programs. Criteria in the Curriculum Committee Handbook govern the establishment of new courses and programs. In the program review process faculty draw on data such as trends in class size, age, gender, race, and program enrollment to identify changes which would better meet community and student needs. [IIA.2], [IIA.3]
The college’s Office of Institutional Research provides a range of studies and shares these with the department chairs and academic deans and various campus groups for its instructional planning process. The college’s instructional planning process provides for continuous program assessment with the use of research data that includes among other things the following:

- FTES
- Enrollment Trends
- Labor Market Data
- Industry Standards
- Articulations with Four Year Colleges
- College and Community Demographics
- Student Success/Achievement Data

The curriculum committee is charged with monitoring the updates of course outlines, degree requirements, and articulation agreements, as well as monitoring that new courses and programs meet current academic and industry standards. Advisory board input and labor market demand, for instance, are some criteria used to support the creation and revision of CTE courses and programs by the committee. Within the creation of any course development, the goal is to identify learning outcomes and evaluate delivery modes consistent with identified needs.

The course and program evaluation process continues through program review when, every six years, department chairs and their respective deans participate in a self-evaluation of instructional programs. The college has recently implemented an annual program review update that looks at annual program objectives, resource requests, and student learning outcomes assessments and makes recommendations for improvements of its program. Data and research that address demographics and labor market trends are inclusive in the process.

Department planning is the next step whereby each department conducts annual self-analysis. Departments review their instructional plans in the context of the college mission statement, strategic goals, and institutional learning outcomes. These annual department plans seek to integrate the various program needs within each department. The college Budget Committee evaluates any resources allocated within the departments’ plans in light of the college annual goals and mission. All of these processes provide input into two critical components: 1) the Educational Master Plan and 2) the Integrated College Operational Plan (the annual operationalized version of the college Strategic Plan). The Educational Master Plan provides forecasts for the institution’s academic programs at five, ten and fifteen year intervals. The college conducts this analysis every two to three years; the most recent review occurred in spring 2010. The Integrated College Operational Plan (ICOP) incorporates information from all the primary college plans, including the Technology Plan, the Facility Plan, and the Educational Master Plan. [IIA.137]

Computer Science Information Technology (CSIT) and Computer Applications and Office Technology (CAOT) faculty are developing short-term certificate programs that meet specific
Career and Technical Education (CTE) has conducted three labor market studies to identify the market job needs in the areas of homeland security, cyber security and computer forensic. The reports of these market job analyses highlighted the top positions and skills needed to succeed in these areas. As a result Computer Science Information Technology (CSIT) has begun the development and implementation of the courses that will be used in the full implementation of these programs. [IIA.6], [IIA.7]

As a result of a work development grant from CTE, the Behavioral and Social Science Department underwent a data gathering process to determine the usefulness of and need for the Teacher Assistant Certificate which has been in existence at LASC for several years. The data looked at several determining factors including labor market trends, projected need for teachers in California (and specifically the Los Angeles area) and local competition. Section 4.1 of the attached data report indicates a 10% projected increase in the demand for teacher assistants (table on pg. 10). Given this data and the feedback of the advisory committee, the department has archived some of the certificate’s outdated courses and approved the following new courses: a Global Citizenship course, an Education in American Society course, a Materials of Tutoring course and a Cooperative Education - Work Experience course. These courses, combined with child development, math and education courses revised the Teacher Assistant Certificate with the approval of the curriculum committee. District approval Form CCC 501 is being signed by various vested areas on campus including the Library, CTE, and Curriculum. This is the final step which should be completed by the end of the fall 2011. The students involved in the Urban Teacher Fellowship Program, a grant awarded to Los Angeles Southwest College in connection with CSU Dominguez Hills and CSULA will be the first cohort to earn this revised certificate. The UTF cohort is in its second semester and efforts are now being made to continually survey and assess the program in order to identify best practices that can then be used as a model for other pilot programs on campus. [IIA.8]

LASC participates in the mission of California Community Colleges Economic and Workforce Development (EWD) programs to invest in the skills of California’s current and future workforce through highly specialized industry training, technical consulting and business development. These programs are relevant because the unemployment rate in the local community is the highest in the district reaching close to 30%. The development and growth of small business is critical to provide employment opportunities for our students and community members. In order to respond to the need to create a stronger economy and access the local job opportunities, the college surveyed the needs of local small businesses located in the community with special emphasis on Latino and African American owned or operated businesses. The college catalogued the current services available to these businesses and identified where there are gaps between what is available and what is needed. Full internal and external needs assessment, focus groups and curriculum identification and reviews will be conducted over the first phase of LASC’s Capacity Grant Program from January 2012 to December 2012. The second phase grant application will be submitted in early 2012 and will allow LASC to implement the recommendations of the assessments and curriculum development needs to build a stronger business department and entrepreneurial programs at LASC. [IIA.9], [IIA.10]
LASC Community Services and Extended Programs (CSEP) tracks community requests for workshops and classes using the 2008-2018 Fastest-Growing Occupations for Los Angeles-Long Beach-Glendale Metropolitan Division Survey. Additionally, CSEP gets information for the fastest growing occupations from the Employment Development Department Labor Market Information Division. CSEP uses surveys and relies on community partners to find out the needs of their clients. The survey instrument (English/Spanish) is kept in the CSEP office which recently acquired new registration software (Lumens) in order to generate attendance records and break-even points for each class offered.

The CAHSEE Program, prior to its closure due to lack of funding in 2009, proposed pre-collegiate courses to meet the demands of students trying to pass the California High School Exit Exam. [IIA.11]

Contract education responds to specific client requests that are usually made by developing partnerships with area businesses. [IIA.12]

The college has a number of workforce development grants that facilitate our involvement with the Workforce Investment Board (WIB) and WorkSource Los Angeles Southwest College through the Workforce Development and Corporate Relations department identifies and develops contract education specifically under specially funded programs.

In order to ensure that participants are sufficiently trained and employed in industry sectors, Los Angeles Southwest College promotes and provides ongoing training to the local community. Where possible and available, all trainings coordinate with business partners and local Work Source Centers. The LASC Workforce Development and Corporate Relations department participates and attends WIB meetings of the City of Los Angeles, County of Los Angeles, and South Bay. The meetings provide labor market information and analysis about the occupations with current and projected job demands. Working in conjunction with these grants, show that collaboration plays a critical role in requests for proposals, development of training outlines/curriculum, and the timeframes of grants. [IIA.12]

Most students come to LASC to prepare to transfer and/or to gain or improve job skills; however, over 90% of LASC’s first time students are under-prepared to undertake college-level work, specifically in English and math. The Student Success Center provides tutoring and assistance to students across the curriculum who need to strengthen their basic English and grammar skills in order to succeed in their college classes. The math lab provides tutoring, workshops, and assistance to students who lack the computational skills necessary for college level work. The Upward Bound Program (discussed further in section II.B.3.c) reaches out to local high school students to better prepare them for college success. [IIA.13], [IIA.14], [IIA.15]

In addition to serving local high school students through Upward Bound, LASC also serves a number of special student populations. Programs such as EOP&S/CARE, DSPS, CalWORKs, TRIO, and Veterans Affairs (discussed further in section II.B.3.a) provide services that promote student success in the populations they serve. Special populations served by these programs include first-generation college students, low-income and educationally disadvantaged student,
students who are single parents receiving Temporary Assistance to Needy Families (TANF),
disabled students, and students who are veterans or dependents of Armed Forces veterans. [IIA.15], [IIA.16]

The English and Counseling Departments coordinate LASC’s Puente Project, whose mission is to increase the number of educationally disadvantaged students who:

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as mentors and leaders of future generations.

[IIA.17]

About 20% of LASC students do not seek degrees or CTE certificates. The fee-based Community Education Program offers educational, cultural and recreational activities as well as seminars and workshops. Special programs help young people (ages 6 – 18 years) improve their academic skills, and activities are offered for enrichment in such areas as languages and performing arts. [IIA.13], [IIA.18], [IIA.1]

LASC has provided contract education with Beyond the Bell, Fremont High School, the South Bay Workforce Investment Board, and a variety of specific projects in Homeland Security, Environmental Science, Computer Office Technologies and Computer Science and Information Technologies. [IIA.20]

Bridges to Success (BTS) provides assistance to low-income students with a fee-waiver for the Naturalization application. The $680 fee is prohibitive for many students. As such, the student learning outcome for the Citizenship program is that students would be able to complete the citizenship application process successfully. For students who are not literate in their native Spanish language, they are able to access the LEAMOS program in the BTS computer lab, which is managed by one of the college partners, Centro Latino. Students can then work on the program in the lab with trained staff and are more successful and better prepared for their ESL classes. Student surveys show a need for students to have basic computer literacy, so the VOC ED 003CE class was developed and is now offered every semester. Having classes in the community and removing the barriers of transportation would be another advantage offered to students by BTS. [IIA.21]

The college’s Office of Institutional Research (OIR) provides strategic planning (5-year Trend) data used by programs and departments in the program review process. This data is aggregated by enrollments, demographics (gender, ethnicity, and age group), success, retention, FTES, and average class size. These data provide programs and departments tools needed to better inform their programs and departments and analyze what will be needed in the future for program improvement. OIR provides analysis of the Student Services Programs Point-of-Service surveys which collect data from students regarding services and improvements of services. The surveys give students an opportunity to express their needs and assess the services. Survey results are included in the Student Services Non-instructional Program Reviews (NIPRs).

The OIR coordinated the 2010 Community College Survey for Student Engagement (CCSSE), as well as the district-wide surveys, both of which are used to gather data on student engagement
which is used as a tool to assess and develop initiatives to help students achieve their goals. The OIR gathers data for the Grants Office which has secured grants for needed populations, as well as gathers the Basic Skills Data which is a component of the Basic Skills Initiative. The OIR publishes yearly analyses for the state of California ARCC Self-Assessment reports, provides data for the NCES IPEDS yearly reports, and publishes data on the NCES College Navigator for LASC.

OIR, in the efforts to support student success, has participated in such initiatives as: Equity for All, USC Center for Urban Education (CUE), Bridging Research Information Cultures (BRIC) and Achieving the Dream (ATD). The OIR’s participation in BRIC has been instrumental in the institutionalizing of the LASC Strategic Research Team (SRT). The SRT’s mission and purpose is to strengthen the current research and information infrastructure by improving processes, procedures and protocols for accessing and using data and information; by creating agendas that are linked to college-wide and other goals and initiatives; and by developing new strategies for communicating and reporting data and information. This strengthening will foster the building and implementation of a culture of evidence in which data-driven information and knowledge are used to improve student learning and engagement, instruction, delivery of services, and institutional effectiveness.

SELF-EVALUATION:

The college has increased its emphasis on using and applying data to assess the needs of LASC students. The college has the processes in place to monitor and review instructional programs to be sure they align with the mission of the college. Although the research process is adequate, there are areas that need to be improved. For example, CTE programs could improve follow-up on students’ subsequent employment and job retention.

The next level of rigor targeted for assessing student success will reflect discipline and program success rates. Current data reflects that success rates in some areas are less than 50%. The college’s recent engagement in the national Achieving the Dream (ATD) initiative is allowing for more research and new methodology (such as focus groups) to aid in decision making that will result in better and more effective interventions for improving instructional programs and student learning. Over the past year, LASC, as part of ATD, engaged in an in-depth planning process where a broad cross-section of the campus community (administrators, faculty, staff, students, and community members) explored ways to better use and analyze data to enhance student achievement. LASC analyzed student data and conducted focus groups. Over the 2010-2011 fall and spring semesters, approximately 230 students participated in 20 focus groups that focused on the challenges incoming first-year students faced in their first three weeks of the semester and barriers to success in basic skills English and mathematics courses. Focus group findings informed the process of identifying key priority issues to be addressed in the 2011-2012 academic year. In fall 2011, the college began implementation of three new interventions as a result of this research. The first intervention was a new orientation process that reached over 800 students in its first semester and is designed to eventually reach every new student coming to LASC. The second intervention is improving the connection between tutoring outside the classroom and instruction inside the classroom by 1) providing instructors with class tutors and 2) involving instructors in tutoring labs. The third intervention is slated to begin in spring 2012;
it will establish a teaching learning academy in which faculty will improve pedagogy and learn techniques for teaching LASC students in more effective ways. [IIA.22]

The surrounding community of the institution is over 60% Latino in its college age population, yet the campus reflects a Latino student body of about 35% %. The college will seek a Title V grant in 2012 to aid it in creating support, infrastructure, and outreach to better meet the needs of this growing service area demographic. The campus has “Bridges to Success” and Puente programs which provide support services to the predominantly Latino second language learners.

The integration of data and planning processes has identified trends that assist the campus in better success models for students. The dialogue has been consistent in various faculty and staff forums and campus workshops. [IIA.33], [IIA.84], [IIA.107], [IIA.122], [IIA.138], [IIA.139], [IIA.140], [IIA.141], [IIA.142], [IIA.143], [IIA.144], [IIA.145]

With a recent Predominately Black Institution (PBI) grant the college has developed programs such as the Passage Program, designed to enhance the academic achievements of male students of color. This is a comprehensive, culturally responsive student support service program serving over 100 incoming and current male students of color who are placed or assessed in basic skills English courses. The goals are to improve the persistence and course completion rates of male students of color; to strengthen the integration of academic and student services; and to increase engagement among male students of color.

**PLANNING AGENDA:**

- None

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College serves students with diverse academic and support needs. These include responsibilities to family, transportation needs, childcare needs, and often inconsistent employment schedules. To meet the needs of these students, LASC offers classes in a variety of formats including full semester, 8-week, Saturday, evening, online and hybrid (face-to-face and online) classes. [IIA.24], [IIA.25]

Many LASC students have employment or family commitments which make online classes appropriate for them. So, to better align with the college’s mission *to facilitate student success...and enrich the lives of its diverse community*, LASC began offering distance education classes in the spring of 2007 with 3 online classes and approximately 60 student seats. As of spring 2011, the program has grown to more than 56 online and hybrid classes with over 2,200 student seats. The growth in online classes has been achieved incrementally as more and more instructors teach classes first as hybrids and then fully online. [IIA.27], [IIA.28]
Through the Career Center, students receive advanced placement credit through specialized programs (e.g., Summer Youth Employment, Tech Prep, Work Study, and LACCD Intern) which emphasize training in specific career pathways and technical courses prior to job placement. These experiences provide students with a jumpstart in job training and career exploration. The Career Center also developed and implemented Work Readiness Sessions and Character Building Sessions to support CTE students with supplemental instruction. The Work Readiness Sessions are designed to assist undecided students in making meaningful decisions regarding their career goals. Feedback from employers and students on the job indicates that 95% of students who attended the Work Readiness Sessions are able to: make meaningful career goal decisions; maintain employment utilizing the skills of self-management and valuing diversity on the job; perform well during interviews; act as independent critical thinkers; and understand the different types and styles of leadership. The Workplace Readiness Sessions provide instruction focused on developing student skills in maintaining successful employment, addressing ethical issues in business, developing self-management, and succeeding in a diverse workplace. The Character Building Sessions teach students independent critical thinking, motivation techniques, and leadership techniques and styles. [IIA.29], [IIA.30]

LASC had a three-year Basic Skills Plan from 2008-2011 and a current 2011-2012 Basic Skills Plan that defines goals and objectives for basic skills instruction and support services. The college found that students in basic skills classes took longer to complete programs and had lower success ratios and persistence. [IIA.31], [IIA.32], [IIA.33], [IIA.34], [IIA.35], [IIA.36]

Recognizing that a lack of basic skills presents a major stumbling block for many students, in fall 2010 the college began discussions and concluded that credit classes more than two levels below transfer could be centralized in a Success Academy, where under-prepared students would immerse themselves in non-credit courses designed to prepare them to transition smoothly into for-credit courses. As a result of assessing student needs and success patterns, the college made the decision to restructure Basic Skills. Although the academy is still in its formative stages, in summer 2011, the college began offering classes in English and math more than two levels below transfer using non-credit curriculum. [IIA.37], [IIA.38], [IIA.39]

**SELF-EVALUATION:**

At the end of 2011-2012, the college will evaluate the success of the Success Academy, mentioned above, to assess its effectiveness, make improvements, or seek other interventions to improve learning and success for this basic skills student population.

After careful review of the current Moodle Learning Management System (LMS), LASC has decided to replace Moodle with Etudes as the new LMS system. This decision was based on a thorough analysis comparing Moodle with Etudes, which included examining faculty and student support services, faculty and student training, evaluation of a user-friendly system, and the availability of additional operating resources that would enhance online learning for students and give faculty extensive technology to provide such an environment.

To select a new LMS, fall semester 2010, the Distance Education Committee met frequently to select LMS companies that would meet the needs of LASC. As a result, participating companies
had to respond to a series of questions in an effort to better match LASC with a new online system. Afterwards, an all-day LMS Fair to accommodate faculty schedules was held on May 12, 2011, which showcased Etudes, Pearson, Blackboard, and WebStudy. To make a determination, faculty cast their vote via email to the Distance Education chairperson, selecting Etudes as a replacement for Moodle. [IIA.42]

With Etudes, faculty and students will have 24/7 help desk support directly from Etudes technical staff. Faculty will be expected to take Etudes 101 to be professionally and extensively trained online to learn the system. Students will have access to an online tutorial provided by Etudes for assistance with maneuvering and learning Etudes. Additionally, pre-scheduled on-campus orientations for student training will be set for those needing additional assistance with the program along with the online tutorial. [IIA.42]

Prior to launching Etudes to all in the fall of 2012, a pilot program with selected online faculty from different departments will begin during spring 2012. Etudes training staff will hold training workshops in December 2011 and January 2012 and give 24/7 help support throughout the 16-week semester to the 14 pilot participants. Participants will be fully certified by taking Etudes 101 prior to the beginning of spring 2012. [IIA.42]

The implementation of this new LMS system will move LASC's online course and program offerings forward and in a positive direction that will accommodate the needs of students who are unable to attend classes on-site. As student enrollment in online classes continues to increase, it seems reasonable that the demand for more online programs will also increase. This new system and plans for future growth will meet those demands technologically and academically as more programs, degrees, and certificates are developed to accommodate the distance education needs of students.

Along with this new LMS system, the new Distance Education Policies and Procedures Manual, was approved in late fall 2011. This manual provides a uniform standard for all online faculty to follow in an effort to present a more unified online learning program. It addresses such things as information on effective student-faculty communication, classroom expectations, resources, online etiquette, and policies for teaching online courses. [IIA.43]

**PLANNING AGENDA:**
- Implement the Distance Education Policy adopted in fall 2011
II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY:

Under the guidance of the Student Learning Outcomes (SLO) Committee, Los Angeles Southwest College faculty members have identified SLOs for 97% of all credit courses, and for all certificate and degree programs. By the end of fall 2011, all courses should have identified SLOs. The SLO Coordinator has contacted faculty for those courses without SLOs and with a more streamlined approval process, the target of 100% completion is anticipated. SLO workshops have been conducted for faculty in spring 2008 and 2009 by the SLO Committee. Additional faculty and administrators participated in the WASC SLO Assessment workshop in 2008 (Long Beach). Faculty members in some disciplines (e.g., Math) have identified common key concepts that students need to know at the end of the course; the SLOs are directly derived from this content and SLO assessments focus on student mastery. This process is particularly helpful in sequential courses in which students are required to develop certain skills in preparation for a subsequent course, where achievement of entry-level skills is critical to ensuring student success. [IIA.44]

Faculty and administration have committed to a detailed three-semester plan for assessing SLOs on an ongoing basis, with the goal of assessing all courses by the end of fall 2011. LASC’s assignment of release time to three faculty members during the 2010-2011 academic years for SLO work (1.0 FTE total) shows the institutional commitment to this key process and helps ensure the leading role for faculty in it. However, due to budgetary constraints, beginning fall 2011, the total reassigned time was reduced to 0.8 FTE from a 1.0 FTE total. Although SLO reassigned time for faculty coordinators was somewhat reduced, faculty continue to work diligently together to ensure that the college reaches its goal of proficiency by spring 2012 and continues its progress toward improving student learning outcomes in the future. [IIA.45]

As of early fall 2011, over 53% of courses have been assessed. An additional 96 courses are on track to be assessed during the fall 2011 term which would bring the total to over 80%. This percentage is based on receipt of assessment results on the SLO Addendum and verbal confirmation from faculty. That number will increase as assessment reports come in from the current and previous semesters. Lists of targeted courses for each semester (fall 2010, spring 2011, and fall 2011) have been established and shared with faculty through the Academic Senate, Department Chairs, and have been posted on the SLO website. The SLO Coordinator and an SLO Mentor (0.2 FTE reassigned time for Fall 2011 only) are contacting and working with faculty to facilitate this process The chair of the SLO Committee maintains a website documenting LASC processes and provides an SLO Handbook and comparative material from across California. The Dean of Institutional Effectiveness is also assigned to help coordinate SLO implementation, assessment, and improvement of learning on campus. The SLO committee meets twice a month (fall 2011) and includes representatives from faculty, Academic Affairs, Student Services and the ASO. This is a highly committed group who plays roles as mentors, helps with workshops, and technically reviews SLOs before approval is granted to attach it to a course outline, etc. Up to now, the approval process was to involve at least two SLO Committee
members in the technical review. To ensure a more streamlined technical review process, the SLO Committee agreed to allow the SLO Coordinator to review all SLOs and assessment results as they are submitted. The Academic Senate, during its November 2011 meeting, approved of this new process. [IIA.45]

The SLO assessment reporting process is now standardized. Instructors assess SLOs in a classroom environment. Common questions and essay prompts for SLO assessment, related to key course concepts, have been refined to a point of standardization in some disciplines like math and English, with inputs from the faculty teaching in the discipline. Other disciplines embed questions in quizzes, homework, and exams or may use rubrics to score student projects/assignments. Courses across campus and within each department apply multiple assessment methods for assessing student learning, including both formative and summative assessments. Each faculty member analyzes data from SLO assessment results, tabulated in the SLO Addendum to clarify trends. An SLO Checklist, developed by the SLO Committee, is used by faculty to ensure all important elements are included in the addendum. In some cases, results are shared with fellow faculty members during department meetings. This information shows how well students have absorbed key concepts, how effective the instructors are in teaching, and which concepts require reinforcement during instruction. The discipline faculty members share this data and develop strategies to improve teaching methods that hopefully will lead to better success rates of SLOs for courses and programs. In annual Academic Program Review updates beginning fall 2011, faculty reflect and report on results from course and program SLO assessments.

As a result of department dialogue and using course/program SLO assessment results to improve teaching and learning, the following are some examples of implemented improvement plans:

- Emphasize more on the difference between functional group and nomenclature in lecture, provide more homework and organize more group activities on functional group identification, and give a pre-test on functional groups during the review session before students are tested. (Chemistry 211)
- Develop a worksheet for students that will prepare them to find the intercepts and write them as order pairs. (Math 115)
- Increase number of writing and speaking assignments in class to develop effective communication skills. (Law/Paralegal Program)
- Provide additional experience, practice, and feedback on written assignments to help students learn to express their arguments more cogently. (Anthropology 133)
- Review student learning styles (visual, auditory, read/write, kinesthetic) and incorporate activities and assignments that provide equal access to information for all types of learners. (English 234)
- Create a one year/12 unit Child Development core/Associate Teacher Permit cohort group to assess program outcomes with a consistent group of students. (Child Development Program, in progress)
- Develop a common SLO and pre-post assessment for all Personal Development classes. This will allow a comprehensive measurement of all course SLOs and student assessment. (Personal Development Program, in progress)
At each Academic Senate meeting there is an “SLO Spotlight” on the agenda when a specific discipline reports on SLO results and shares insights on the process. The college also participated in an LACCD sponsored SLO Symposium in spring 2011. Several faculty members from Anthropology and Child Development presented posters on their assessment efforts and alignment of course to program SLOs. [IIA.46]

Faculty members determine SLO competency levels. Baseline or benchmark measures such as “at least 70% of students achieve at least 70% proficiency” are incorporated into the SLO addendum. In some cases, competency levels are set with input from an advisory committee, e.g. CTE. Wherever the SLO success rates are below the benchmark, faculty plan to change their strategies to reinforce the teaching methods related to those particular SLOs. [IIA.47]

If the competency level is met, there may not be a need for improvement and current teaching methods will continue. If the competency level was not met, definite plans for improvement are made and implemented for two consecutive semesters. For classes in which the faculty has not predetermined competency levels, once the SLO is assessed, that level becomes a baseline and, after analysis by faculty, plans for improvement in teaching and learning may be made. Reassessment then takes place to determine the intervening impact and effectiveness. Reassessment has already occurred in several disciplines such as math, chemistry, and child development. [IIA.47]

Examples of Improvements as a Result of SLO Assessments

As a result of department dialogue and using course and program SLO assessment results to improve their program and student learning, faculty in Child Development decided to create a 1 year/12 unit CD core/Associate Teacher Permit cohort group to assess program outcomes with a consistent group of students. Math faculty developed a worksheet that will prepare the student to find the intercepts and write them as ordered pairs in Math 115.

In spring 2010, for selected courses in English 21, 28, and 101, the program instituted two interventions as a result of SLO assessment. Since the program had not met its goal of a 70% pass rate in these courses, the program suggested that instructors 1) use the previous semester's final exam as a midterm exam to provide a sample practice final to students, and 2) encouraged instructors to select two borderline students per class to recommend for additional faculty-student interaction. Also, in fall of 2011, the English Writing Center offered one-on-one tutoring for students in writing and presented two workshops on preparing for the common final exams in 21, 28, and 101. Finally, in the fall of 2011, the English 101 final exam was changed from a single in-class research-based essay to a portfolio assessment, which included an in-class writing sample as well as out-of-class researched writing, reflective writing, and additional revised assignments. [IIA.149]
As a result of SLO assessments, the fall 2011 English program review update cited the following:

- The student learning outcomes are contained in the master syllabi for each course with an SLO.
  - Every instructor is required to put them in the syllabus to be distributed to students on the first day of class.
- Over the duration of the semester, SLO’s on the syllabi are reviewed in class.
- Students are given meaningful feedback to assist them in understanding how they are performing in relation to the course SLO.
  - For example, students receive instructor comments with suggestions on how to improve their writing, thereby meeting the standards set by the course SLO.
  - Ongoing assessments of the student in the class, including quizzes, exams, papers, etc. continually measure the students’ progress against the SLO and inform students of that progress.
- Rubrics are given to the students prior to the final exams, so they understand the context of the SLO’s using final exams as an assessment tool of course SLO’s.
  - Grading, feedback, and other instructor-communicated information allow the students to gauge his/her performance in relation to the defined SLO’s on course syllabi.
- The results of assessment are being recorded in the course outline of record on the SLO matrices.
- After departmental discussion including department meetings and surveys sent via email to all our current instructors is completed, the department added recommendations to the SLO matrix for improving the desired outcomes in each course assessed.
  - Students did not participate in the review of outcomes at this time, but the department will be creating surveys to allow our students to participate in this process in the future.

[IIA.149]

As comprehensive academic program reviews are completed, faculty align specific course SLOs to program and institutional SLOs. The 2010 comprehensive program review identified two SLOs for each degree, certificate, and instructional program. Program review orientations sessions were conducted by the Program Review Coordinator and SLO Coordinator to provide information and assistance to the faculty for completion of the document, including creating program SLOs. An online system is being developed by the LACCD Institutional Effectiveness Committee that has the capacity for each campus to create a program review template and utilize institutional data and SLOs. [IIA.48]

In addition, the Institutional Learning Outcome (ISLO) assessment team identified two specific areas of growth in critical thinking that faculty can focus on within their classes: 1) Influence of Context and Assumptions and 2) Student’s Position. Students need to understand how to analyze their own and other assumptions and how to carefully evaluate the relevancy of information when presenting a position. Students, who know how to account for the complexities of an issue, synthesize the point of view of others, and after developing a logical position or hypothesis, will be able to navigate through the challenges of life. The ISLO team, in order to meet this challenge, suggests that Library Science 101 (Library Research Methods) be a recommended
class for research-based courses. Finally, it is encouraged that faculty utilizing assessment rubrics share and discuss the rubrics with students at the beginning of the semester. This will enable faculty to clarify expectations of an assignment and allow students to ask questions and self-assess. [IIA.46]

In December 2011, an all college “brown bag” forum was conducted to share preliminary results of ISLO #1 and #2 (Written Communication and Critical Thinking) during the college hour. The ISLO data collection was expanded to include eight faculty representing six disciplines (Administration of Justice, Anthropology, Biology, Child Development, English, and Health) during the fall 2011 semester. The SLO Committee is currently reviewing possible revisions to the existing ISLOs suggested by the Strategic Planning Task Force (summer 2011). If approved/modified, the draft will then be vetted through the Academic Senate and College Council. [IIA.48]

The results indicated that students’ ability to think critically scored slightly higher than written communication skills. This is a positive element to the study since critical thinking is a central skill for problem solving on and off campus. It should be noted that there is room for improvement in both outcomes and faculty are encouraged to make critical thinking and written communication a priority in the classroom. An interesting note that emerged from the data is that students assessed in critical thinking through oral presentations outperformed other students when critical thinking was assessed from an essay. It is important to provide several forms of assessment (e.g., both written and oral) to accurately measure specific outcomes. One theory that was discussed by the ISLO assessment team is that for English language learners, assessing critical thinking from written documentation may provide a more accurate measure compared to an oral presentation.

**SELF-EVALUATION:**

The SLO committee encourages ongoing conversations about how to achieve student learning outcomes (including delivery systems and modes of instruction) and what it means to measure that learning. In particular, there was a December 8, 2011 discussion facilitated by the SLO Committee during the class-free “college hour” that was instituted fall 2011. A spring 2012 flex day session on “best practices” on SLO assessment and analysis of results is planned. [IIA.49]

Evaluating the effectiveness of learning at the program and institutional levels is more challenging than at the course level. Within the SLO module of the 2010 program review document, course SLOs, when appropriate, were aligned to both program and institutional SLOs. In addition, in the annual academic program review updates of 2011, faculty members were asked to reflect on SLO assessment results at the course and program levels. Based on the reflective dialogue, improvement plans were to be generated and, if applicable, objectives with any resource allocations were included. The 2010 program review process also led to questions about how “programs” are defined in relationship to the overall college curriculum and services. Revising program definition has been discussed recently in the academic senate, in several program review committee meetings, and with the SLO committee. For example, one question under consideration is: How should LASC treat courses and/or disciplines that do not lead to a degree or certificate, such as personal development or library instruction? In other
words, is Personal Development a program, and therefore should it do its own program review (as it has done in the past), or should it be clustered with other disciplines under a program? Under the auspices of the program review committee this conversation has intensified in fall 2011. The eventual expected outcome of this dialogue is that the college would agree on a revised formal definition of what constitutes a program that is in consonance with the accreditation standards, board rules, and Title V. This definition would then be applied across the instructional and non-instructional areas as the first step into conducting program reviews and possible modifications of and assessing program-level SLOs. [IIA.49]

In the fall 2010 Campus Climate Survey, 60% of faculty agreed that “my department/ program/discipline has an effective faculty-driven process for assessing student learning outcomes,” and slightly more strongly agreed or agreed that “LASC has provided sufficient support and training in SLO’s and assessment.” Though previous SLO assessment timelines were not met, adjustments were made to more realistically accomplish full SLO cycles. Although the college may not meet 100% assessment by the end of fall 2011, faculty are more receptive to the assessment and reporting process and the institution has made great strides in focusing on student success. There is room for improvement, but results obtained so far show that the process, still on a time-line of reflection and refinement, is working well. [IIA.50]

**PLANNING AGENDA:**

- Implement and monitor the six semester SLO cycles to reach SLO sustainability by 2014

**II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a.** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**DESCRIPTIVE SUMMARY:**

Following the policies of the district and the California community colleges, the Academic Senate’s Curriculum Committee represents LASC faculty in the development and approval of courses. The Curriculum Committee is a subcommittee of the Academic Senate and consists of faculty representing each academic department. [IIA.51]

Before the college offers a course, a faculty member, with the support of the department, presents a course outline to the Curriculum Committee. A form maintained by the district
ensures that the outline includes content areas, student learning objectives, sample textbooks and other resources, and potential assignments that address writing skills and critical thinking. The form also indicates the course’s role in the general education pattern both for associate degrees and for certification to the CSU and UC system. Additional district forms record the validations of any prerequisites. LASC requires an additional form to record SLO assessment strategies and scoring rubrics. The Curriculum Committee assesses each course and forwards those it approves to the Academic Senate. The course is submitted to LACCD following site approval for a public posting and review of all District campuses. Upon completion of this process the course is submitted to the Board for review and approval. If approved, the course is submitted to the State. Once State approval is obtained, the course can become active [IIA.52]

If the college is implementing a CTE certificate, program, or course (requiring 18 or more units), then it is follows a special process. That process begins with the discipline faculty initiating the process to offer a new CTE Certificate of Achievement. It then goes to the discipline specific advisory committee, which looks at things such regional needs, relevance of the course content, labor market information for potential employment. If approval is received from the advisory committee, then the initiating faculty members submit a form for Proposing New (CTE) Programs to the department. That forms then goes to the discipline’s department for discussion. The department makes the decision of whether to move forward. If approved by the department, it then presented to the college curriculum committee with all supporting documents. Once the curriculum committee approves the new course or program, if it is Certificate of Achievement (18 or more units) given to the CTE who submit them LACCD CTE deans. Assuming approval there, it is submitted to LOWDL (Los Angeles Orange County Workforce Development Leaders)—is the regional approval body that looks at adverse competition in the region. If LOWDL approves it proceeds to the CCCCO and if approved there it is entered into the state inventory and then returned to the district for BOT approval. If the BOT approves then it proceeds as needed thought ACCJC substantive change and/or other accounting mechanisms. When the process is complete then the program can be officially offered by the college. If the program/certificate is follow the same path but stops at submittal to the CTE and proceeds directly to the curriculum committee for approval. [IIA.53]

Course outlines and prerequisite validations are updated at least every six years. The chairs of the Curriculum and SLO Committees facilitated course outline update workshops in spring and fall of 2009. [IIA.54]

The Academic Senate, through its Curriculum Committee, is also responsible for the initial approval and periodic review of any program that uses courses taught at LASC. The addition of a new degree or certificate program requires approval at several levels, including the department, district, and state. In the case of CTE courses, the advisory committees are consulted, as are district and state discipline committees. [IIA.55]

Programs are proposed through a series of forms that require explicit discussion of the rationale, goals and objectives of the new degree or certificate. Changes to degrees or certificates require Academic Senate approval and are vetted by the Curriculum Committee. [IIA.55]
The LASC Curriculum Committee has a Curriculum Handbook that specifies curricular policies and procedures for curriculum development (e.g., course outlines for new courses, forms for new programs, etc.). State-wide criteria for new courses and programs guide the Curriculum Committee in its deliberations. [IIA.2], [IIA.56]

**SELF-EVALUATION:**

LASC follows set procedures to develop and approve new programs. Over the last three years, LASC has followed an aggressive schedule in making sure all course outlines are up-to-date and contain at least two SLOs with methods for assessment. In addition, the LACCD requires that all course updates be filed in the Electronic Curriculum Database (ECD). For example, beginning in fall 2009 the college began having course outline workshop updates in which faculty would gather (usually on a Friday) by department and work together with the SLO Coordinator, curriculum chair, technical reviewers, and district trainer to update all course outlines. Although the workshops were not held this past year, faculty maintained an aggressive schedule to archive courses no longer offered and update with SLOs courses that are part of the regular curriculum and contained in the college catalog. Current practice is that no course is placed in the schedule or college catalog without a current updated outline. Additionally, the college will explore possible joint assessment projects between the SLO Committee and Achieving the Dream to coordinate its interventions for improvement of the quality of its courses and programs. [IIA.57]

**PLANNING AGENDA:**

- None

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

**DESCRIPTIVE SUMMARY:**

Faculty at LASC has taken the lead in the identification of SLOs, in their assessment, and in the use of results for improvement. The SLO committee comprises 16 faculty members, six administrators, and one student. The chair is a faculty member who functions as the SLO Coordinator. Since the inception of the committee, the Academic Senate has followed its work closely and approved motions supporting major developments. The Senate meetings include “SLO spotlights” which highlight specific examples of SLO assessments from across the curriculum. The BRIC team, SLO Coordinator, CTE advisory committees, and the Curriculum Committee have consulted throughout the process. The Curriculum Committee, through the Electronic Curriculum Development (ECD) online system, checks that each course outline (both new and updated) includes SLOs and assessment strategies. [IIA.58]

At the departmental levels, faculty work together to define and assess course SLOs. The faculty confers with the SLO committee to refine SLO language and methods of assessment, including
any rubrics used for evaluation. Program, certificate, and degree SLOs are defined in the comprehensive program reviews completed by faculty and are listed in the current college catalog. In addition, faculty plays a primary role in the college program review process. [IIA.58]

The Career and Technical Education (CTE) General Advisory Committee meets monthly and functions primarily to:

- Assist the college in developing long-range CTE goals and plans
- Study community CTE needs
- Recommend a total CTE program design, suggesting addition, deletion or revision of LASC’s CTE programs when needed to meet community needs
- Suggest time frames and priorities for the implementation of CTE plans
- Conduct an evaluation of LASC’s CTE program and services and recommend procedures for change as a result of evaluation
- Provide public information and financial and legislative support for LASC’s CTE program and services
- Investigate the need for new Career and Technical Education programs in the community. [IIA.59]

The Strategic Planning Handbook defines the role of the program review committee as the committee “responsible for facilitating the instructional and non-instructional program review processes on campus. The Program Review Committee will develop written internal procedures and timelines for linking and sharing information with other planning groups within this planning process.”

The committee consists of one faculty coordinator (appointed by the Academic Senate), four Student Services non-instructional program managers or managers’ designees; no more than one designee may be a Student Services Administrator, two administrators, six faculty members (appointed by the Academic Senate), and an institutional researcher (non-voting).

Each committee member has one vote. The committee, by consensus, may elect to delegate its functions to a representative subgroup of its own members for certain tasks. The college requires comprehensive instructional program reviews every six years and an annual update. Each annual update requires the program members to have met with their respective departments or group and discuss the student attainment of SLOs (course and program-levels) as well as plans for the improvement of student learning. They are required to record the results of their discussion in the Summary of Group Discussion about Student Learning of the update template. Then they are to record action plans in Description of Action Plans for Improvement Resulting from Analysis of SLO Results. Lastly, they are asked to store any assessment evidence in folders/files for future reference. [IIA.60], [IIA.61], [IIA.62]

The discussion under Standard II.A.1.c describes LASC’s process for the evaluation of SLOs. Faculty develop and administer assessments, generally within the context of their classes, analyze assessment data, and work with their peers and the SLO committee to turn the data into information on effective instruction. Instructors clearly articulate SLOs for each class so that students have concrete outcomes. Following LACCD board rules and the faculty collective
bargaining agreement, SLOs are included in all syllabi. Conducting assessments within a class communicates the college’s commitment to high academic standards to all students. [IIA.63]

College success requires the evaluation of SLOs at an institutional level. The Achieving the Dream program is helping LASC analyze data results and develop an action plan. The college trained diverse staff to assess how programs and departments were responding to student learning, using student focus groups and other data collection strategies, e.g. quantitative data that included trends in enrollment, demographics, success, retention, and persistence. As a result of these focus groups and the evaluation of student data, the college developed three primary interventions in spring 2011 and implementing them in fall 2011. Those interventions are a comprehensive college-wide orientation program for new students, improvements to college tutoring services, and staff development program to increase faculty expertise in teaching the LASC student population. These assessments are still early and more focus groups are needed to validate the results. The initial findings were presented at the 2011 Annual Achieving the Dream Conference attended by six individuals including the college president, the dean of student services, faculty members, the academic senate president, and the college researcher. In addition, the findings were presented to the entire campus at the fall 2011 Flex Day. This is an example of a campus-wide, long-term commitment to dialogue about student success. [IIA.64]

The Program Review process is used to identify possible program changes, additions or deletions. Advisory committees (e.g., CTE Advisory Committees) often review the programs for integrity and job readiness along with the program SLOs. The 2010 comprehensive program review asked faculty to identify program-level SLOs and to align course, program, and institutional SLOs. [IIA.65]

**SELF-EVALUATION:**

Clearly, the institution relies on faculty to identify SLOs for courses and programs, including certificates and degrees. Additionally, institutional SLOs have been identified and are synonymous with the institution’s general education outcomes. Faculty and community business leaders and representatives are actively involved in CTE program design through the participation and membership on the advisory committees.

Assessment of student outcomes is ongoing at all levels (course, program, and institution) and is led by the faculty. Institutional processes for completion of the SLO cycle (assessment, analysis of results, and design and implement improvement plans) have been established and are utilized by faculty. Comprehensive program reviews (completed every six years) and annual program review updates are the primary vehicle for documentation of SLO results, especially at the program and course level. Strategies to assess all five institutional SLOs are being developed by the SLO Committee, including continuation of faculty volunteers for assessment of critical thinking and written communication using a common rubric. There may be opportunities to conduct joint assessment projects with ATD focusing on common institutional outcomes in the future. As of fall 2011, the college had assessed four of its five ISLOs with plans to assess the fifth one in spring 2012.
PLANNING AGENDA:

- None

II.A.2.c. **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

DESCRIPTIVE SUMMARY:

The Curriculum Committee exists to help assure the quality of all courses and programs at Los Angeles Southwest College. The Academic Senate Constitution assigns the committee these duties:

- Approval or rejection of new courses and programs
- Approval or rejection of new majors
- Changes in course requirements for a major or certificate program
- Changes in unit value of any course
- Review of existing courses and programs
- Review course prerequisites and corequisites
- Review of general education pattern for both Associate degree and for certification to the CSU and UC system
- Approval, exclusion, review and revision of any program that uses courses taught at this college.

[IIA.66]

As explained above (Standard II.A.2.a), the committee systematically vets courses and programs. For any course that will apply to an associate degree, Title 5 requires that the committee determines that it is truly at a college level and includes critical thinking. The discovery, research and publication of instructional materials and text is the primary mechanism for keeping faculty updated and current when proposing new classes or student learning outcomes. The Curriculum Committee relies on faculty and departments to be the initial line of defense in terms of “college level content” when developing a college level course. Departments who propose new courses have the content knowledge and understanding of discipline representing each new course. The Curriculum committee will review documents associated with the new course proposal to ensure the required elements are provided. These elements include: Course description, learning outcomes, scope and sequence of content, required textbook that is current and relevant to the course, pre-requisites if applicable, a grading structure, and a relationship to other college programs. Textbooks used for transferable courses are college-level. All courses and prerequisites are updated at least every six years. [IIA.54]

The committee uses forms designed by the district and the college to ensure full compliance with district policies and state laws. The district’s ECD system stores these forms at all stages of the approval process and makes the approved forms available for easy reference. [IIA.54]

Instructional departments look at desired outcomes and research employment data in establishing both CTE and transfer programs. Advisory committees provide input on the breadth, depth,
rigor, sequencing, time to completion, and synthesis of learning in CTE courses, as do district and state discipline committees. In 2007, department chairs developed four-semester course-offering plans to ensure students may complete programs in a timely manner (one to two years for almost all programs). [IIA.67], [IIA.68]

SLO assessment at the course level ensures that courses are of high quality, while program-level assessments measure the synthesis of learning. A primary source of data on the quality of teaching is the student evaluations of faculty. The college program review process identifies program-level SLOs linked to course SLOs. Beginning in fall 2011, annual program review updates contain evidence of dialogue related to SLO assessments and teaching strategies. [IIA.69], [IIA.70], [IIA.71], [IIA.72]

As is covered in detail in Standard IIIA, adhering to the district’s policies and state minimum qualifications helps to assure that qualifications for each faculty position are closely matched to specific program needs. Hiring policies require candidates for any position to submit materials, information, and references that document the education, skills and experiences which qualify them for the position, as well as meet the minimum qualifications for teaching in his/her assigned discipline as established by California law.

**SELF-EVALUATION:**

Institutional dialogue on high quality courses and programs occurs on many levels at Los Angeles Southwest College, including department and committee meetings and annual retreats. The college hour (Tuesdays and Thursdays from 11:00 AM to 12:30 PM), when few courses are scheduled, is purposefully intended for institutional dialogue on student learning and program improvement. The connections between instruction and the achievement of course objectives are thus being taken beyond staff development activities. [IIA.73]

Program reviews have identified difficulties with sequencing and program completion because budgets have not accommodated the scheduling of higher-level, specialized courses. As a result, department chairs are working with counselors to schedule courses in a manner that better suits needs of students, such as balancing day and evening sections. [IIA.74]

**PLANNING AGENDA:**

- None

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**DESCRIPTIVE SUMMARY:**

As described in Standard II.A.1.b, Los Angeles Southwest College meets the needs of its varied student populations with classes in many formats including full-semester, 8-week, hybrid and online classes.
In 2005, the University of Southern California selected LASC to participate in a grant project, “Equity for All,” intended to identify and discuss impediments to student success through an inquiry process guided by campus faculty members, staff, and administrators. The project also helped develop strategies to encourage various pedagogical approaches, e.g., contextualization of the curriculum, using master syllabi, adding lab hours to basic skills courses, etc. For example in the math lab,

- Lab hours were increased and made more available to students working full time by opening it on Saturday mornings from 9am-12pm.
- Workshops were added on Friday afternoons, a time when the Math Lab is closed for general use, and approximately 10-15 students attend each workshop.
- The process students need to use the Math Lab was clarified.
- The Math Lab was relocated to a quiet room with new furniture that is large enough to accommodate the increased demand brought about by the requirement that students complete lab hours.
- The resources are better publicized and instructors actively refer students to use the Math Lab, sometimes bringing them there themselves.

[IIA.77], [IIA.78], [IIA.79], [IIA.80]

Building on the work of Equity for All, LASC has engaged in widespread discussion of teaching methodologies and student learning styles and has participated in the California Benchmarking Project 2008, BRIC 2010-2011, and Achieving the Dream 2010-2012. These projects seek to “cultivate a climate of understanding” of pedagogical strategies in order to increase the number of community college students, particularly African-Americans and Latinos, who successfully complete their first transfer-level course, transfer, or receive a certificate or degree. Some of the techniques seek to identify successful instructional practices on campus and at peer colleges, to implement such strategies, and measure their effectiveness on the target populations. [IIA.81], [IIA.82], [IIA.83], [IIA.84], [IIA.64]

College participation in Achieving the Dream is producing data on the effectiveness of various delivery methods in math and English. Focus group data gathered in fall 2010 indicated many suggestions for actions that both the students and the college might take to improve student learning. [IIA.64]

LASC has equipped or made available to every classroom new technologies to facilitate instruction and appeal to different modes of learning. GAIN/CalWORKs provides diagnostic programs in its academic support center. This past year the Student Success Center (SSC) was reassigned to the Executive Vice President. That makes SSC a campus, rather than department (SSC was formerly a part of the Learning Assistance Department), entity. The SSC is working to develop and implement a process for assessing and providing support for varied learning styles.

Instructors select methods for instructional delivery reflecting their teaching philosophies. They ascertain which method best helps students in a specific class reach the class objectives defined in the official course outline. Courses outlines allow for different types of assessments and a review of course syllabi indicates the variety of assessments for student learning outcomes.
Faculty and staff attend off-campus workshops that address learning needs and pedagogical approaches; staff development funds workshops and faculty share the information from the workshops with other faculty and staff in department meetings and reports. For example, several LASC faculty have participated in the LACCD Faculty Teaching and Learning Academy (FTLA) where they learn various teaching methodologies that include portfolios, learning communities, journaling and reflective learning, individual and team projects, etc. [IIA.92]

Instructional program review updates encourage the discussion of instructional methodologies. The SLO module documents dialogue related to instruction. In addition, comprehensive instructional program reviews document feedback from students gathered through surveys, focus groups, or other means. This feedback often addresses students’ perceptions of instructional methodologies. [IIA.93]

SELF-EVALUATION:

Los Angeles Southwest College has recognized the need to focus on how students learn and align instructional strategies to address specific learning needs. The Strategic Planning and SLO Committees work to encourage innovative teaching methodologies, as did the USC Benchmarking Project. Faculty staff development opportunities often reinforce alternative approaches to teaching and learning.

Los Angeles Southwest College does not have a formal process for measuring student learning styles or training for faculty on learning styles. Training faculty on student learning styles would be the initial step in establishing such a process. The establishment of a teaching learning academy that would promote this kind of staff development is one of the three interventions the colleges has decided to implement under the ATD initiative and is slated for implementation in spring 2012.

Although the Student Campus Survey and the Campus Climate Survey do not ask specifically about instructional effectiveness or about modes of delivery, they do provide some insight. 81.4% of the students responding to the fall 2009 Student Campus Survey believed “grading practices in the courses are fair.” In the fall 2010 Campus Climate Survey, 69.6% of faculty and staff agreed that LASC “facilitates an ongoing dialogue about improving student learning and institutional processes.” [IIA.109]

PLANNING AGENDA:

- None
II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY:

As described in Standard I.B.3, Los Angeles Southwest College completes periodic program reviews to measure program effectiveness and to develop strategies for improvement. A mini-review occurred in 2008-2009 and a six-year, comprehensive review occurred in 2010-2011. These reviews, completed by program faculty, include analyses of trends in enrollment, class size, demographics, facilities, faculty, and SLOs. All instructional programs complete the same program review document, although some questions apply to specific program types, such as CTE programs. [IIA.94], [IIA.95]

Structure for Instructional Approval/ Review Processes

CTE Programs Advisory Boards Conduct Needs Assessment

Programs Review Assesses Data

 Departments Integrated Programs and Complete Annual Instructional Plans

Curriculum Committee Reviews, Approves, and Recommends Courses and Programs

Educational Master Plan (EMP) Integrates the Instructional Program

College Strategic Plan Integrates EMP into College Wide Planning

Relevancy, appropriateness and currency of courses and programs are addressed in several components of program review, including

- questions about the mission of the program in relation to the college mission
- questions for CTE programs about labor market demand and employment data
- questions about faculty staff development (intended to maintain currency in teaching)
- questions about outdated course outlines or inactive courses
- questions ensuring program SLOs are aligned with program and institutional SLOs
- the analysis of student feedback.
The Program Review Committee oversees the program review process, and faculty use a scoring rubric to review colleagues’ submitted reviews and provide feedback on data interpretation. [IIA.96]

As part of program review, Career and Technical Education (CTE) programs undergo biennial review with input from the CTE Advisory Board. [IIA.97], [IIA.98]

The Academic Senate directs a program viability process, which is described in detail in an Academic Senate document titled “Program Viability Review” which is meant to assure that the campus’s instructional resources support the college’s mission, its Educational Master Plan, the needs of the students, and the requirements of the community it serves. Program Viability Review is a Senate-directed process meant to assure that the campus’s instructional resources are used in response to the college’s mission, its Educational Master Plan, the needs of the students, and the requirements of the community it serves. Viability review involves a “special” process, one that is only invoked under “unusual” circumstances: it is not a part of the regular program review process, and it is not a process that should be applied to all departments, disciplines, or programs in a regular fashion. [IIA.100], [IIA.101]

Due to declining enrollments, in 2009-2010, a viability review of the ESL program took recommendations and delivered them for implementation to the president. The president reviewed them and sent them back to the committee for further review. To date, no further institutional wide action has occurred. However, the English and Foreign Language Department is working with ESL faculty in continuing efforts to improve the program. [IIA.102]

LASC has a systematic process for establishing and assessing SLOs at the course level. For example, course outlines include an SLO matrix showing the assessments for each course. In fall 2010, the SLO committee established a 6-semester cycle for the assessment of SLOs. SLOs listed on the course outline are assessed, results are analyzed and recommendations for improvement are developed. After the recommendations have been implemented for two semesters, the SLO is reassessed to begin a new cycle. [IIA.103]

**SELF-EVALUATION:**

The fall 2010 Campus Climate Survey shows on a scale of 5 to 1 (5 being strongly agree and 1 strongly disagree) a median of 3.7 agreed or strongly agreed that “My department/program/discipline has sufficient research data to assess progress toward achieving stated SLOs.”

In 2010-2011, faculty and administration grappled with the college basic skills program, revamping it to improve student success. The campus sought to develop a system which would improve student success but still not penalize students for their lack of academic skills in English and mathematics. Students had to succeed at several levels (up to seven in some cases) of either English or math prior to matriculating to a college level course. LASC’s work with the Center for Urban Education (CUE) at USC in the Equity for All, California Benchmarking, BRIC, and ATD provided relevant data regarding achievement gaps and resulted in improvements to course syllabi in the math and English departments and the realignment of courses. [IIA.104]
The campus implemented an annual Program Review update based on recommendations from the Program Review Committee and Strategic Planning Committees beginning fall 2011. Following analysis of data provided by Institutional Research and reflections on SLOs, specific objectives are generated to improve the program. Additional resources are identified if they are needed to complete the objectives. For instructional departments, these objectives and resources are then prioritized and included in the annual Instructional Department Plan (IDP). The resource requests are then sent to the Budget Committee for funding consideration. The status of objectives and improvement activities are reported annually on the IDP. The revised annual Program Review requires an update on the status of SLO assessments and improvements. [IIA.105]

**PLANNING AGENDA:**
- None

**IIA.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

**DESCRIPTIVE SUMMARY:**

Plans developed across the campus at Los Angeles Southwest College contribute to the development of the multi-year Strategic Plan. College retreats have been conducted to modify the Strategic Plan by integrating the goals and objectives of plans such as the Educational Master Plan, the Facilities Plan, the Technology Plan, and the Career and Technical Education Plan. [IIA.106]

In program review, instructional programs use data to develop program objectives that inform resource requests. Annual Instructional Department Plans (IDP) and subsequent program reviews evaluate progress towards the objectives. IDPs in turn inform the annual Integrated College Operational Plan. The Career and Technical Education (CTE) Advisory Committee meets biannually and provides information concerning employment needs and standards. [IIA.106]

In 2010, the college received support from BRIC-TAP, a technical assistance program sponsored by the RP Group to develop a culture of evidence and inquiry. A data team established a process of creating a streamlined process for research requests and developing college-wide research initiatives. This work is done by a Strategic Research Team which meets on an as-needed basis. [IIA.107]

The college has increasingly sought to refine its enrollment management process using collaboration among department chairs, the counseling department, and administrators to analyze scheduling and identify issues that impact student success. A list of recommendations were prepared by the Enrollment Management Committee and submitted to the chairs of instructional
departments and deans in Academic Affairs for their use in course scheduling in spring 2010. [IIA.108]

SELF-EVALUATION:

The fall 2010 Campus Climate Survey shows on a scale of 5 to 1 (5 being strongly agree and 1 strongly disagree) a median of 3.6 agreed or strongly agreed that “The college is well on its way to developing a culture of evidence and inquiry.” The continuation of a culture of inquiry can be used by college practitioners to identify particularly successful programs and faculty as models of effective practices. [IIA.109]

Informal dialogue and problem-solving among faculty, department chairs and deans have resulted in improvements to course, certificates and programs. [IIA.108], [IIA.58], [IIA.115], [IIA.116]

Achieving the Dream and the BRIC-TAP Team have the potential to improve college courses and programs. The Academic Senate Newsletter and Student Success Newsletter are in place to communicate improvements to the campus community. A new position, Dean of Institutional Effectiveness, was established in July 2010 to facilitate the leadership of campus planning, SLOs, and accreditation processes. This position also oversees the Office of Institutional Research. [IIA.110], [IIA.147]

PLANNING AGENDA:

- None

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY:

To validate the effectiveness in measuring the learning outcomes of course-exiting students, at least two college programs use departmental course examinations. This process is most visible in the English and math departments where a departmental final for the remedial courses is assessed for student learning by the departments’ faculty. The instructors utilize a departmentally developed rubric that is reviewed periodically and could be a model for assisting the campus to assess SLOs.

The English department’s final measurement of students in its remedial courses begins with a departmentally agreed-upon rubric for each remedial course level; the rubric is based on skills competencies and is developed by a faculty member for each level. The lower level basic skills course focuses on sentence structure with grammar review; thus, the student learning outcomes for this level would require the student to demonstrate sentence skills with a moderate level of grammar understanding during the final writing. The next level course requires the student to learn and practice the skills of paragraph structure through the basic modes of argument with an additional grammar review. The department faculty meets to share and grade typical student
writing for each course level to facilitate both full-time and adjunct faculty’s shared aims for learning outcomes and commonality for grading. The department then supplies, through a faculty member’s decision, a published essay written at the appropriate reading skills levels for each course level, which all remedial course instructors use in their classrooms as a final essay. Instructors meet after finals are given to share and grade two other instructors’ class finals with a suggested grade based on the rubrics of the course levels. Each instructor is free to use this shared grading as a guide for the final course grades. The result is a process that minimizes test biases due to a continuous scrutiny of the process.

The Math Department has created a common final examination for Math 112 and 115 to assess student learning of course objectives and outcomes as specified in the course outlines. Full and part-time math faculty members convene each semester to review student performance data on the common final examinations, discuss specific problems on the actual exam, and recommend changes in question structure and content or wording within questions. Student performance in the class and faculty experiences with challenging areas of content serve as the impetus to any change in an examination question.

Specifically, faculty review student performance on the final exam in light of how the content was taught, the scope and sequence of that content, and potential student challenges of grasping the concepts. Faculty are encouraged to bring their ideas and concerns based on experiences with students during a particular semester to the meeting, where they share a layer of feedback that is reflective and pivotal for overall improvement of the process.

Upon faculty agreement, changes to specific question(s) are made and re-tested the following semester. To support consistently across all 112 and 115 sections, a study guide aligned with course content and outcomes is produced and updated. Any change in the common final results in a change in the study guide. [IIA.148]

SELF-EVALUATION:

The English department’s final examination process minimizes test biases because of the level of scrutiny by departmental members. Although outside validation of test-bias has yet to occur in the process used by the English department, it recognizes validation is a reasonable next step. The common final exam measures student progress across all sections of each level with a single assessment tool; the norming session aligns instructors' standards to the rubric and sets a common standard, minimizing bias. The discussion that occurs during the norming session both normalizes grading standards within the discipline and enables instructors to evaluate the exam itself as a successful measure of 21-, 28-, and 101-level writing competency, as well as the departmental standard itself. The faculty members who coordinate the norming session and oversee the creation and distribution of the exams note suggestions for improving the exam as an assessment tool and incorporate those suggestions into the following semester's exam. Most recently and notably, instructors decided, during a norming session in 2010, that assessment and evaluation of student performance at the 101 level was better suited to a portfolio assessment rather than a single in-class essay exam, so in fall 2011 we will introduce a portfolio-based assessment for 101.
The overall goal of implementing the math common final is to better ensure accurate measure of student learning for Math 112 students, and to ensure these students are prepared for Math 115.

This process of evaluation requires consistency in the preparation of math students and is supported by faculty. Effective elements of this process include: requirement of consistency in what is taught, consistency in evaluation, and clarification between full and part-time faculty in expectations of content, and the scope and sequence of teaching that content. Any adjustment in a common final question requires collaboration and agreement among faculty. This element alone informs instruction and content development across all sections of 112 and 115, a vital element for faculty and students.

As discussed in more detail above in Standard II.A.1.b, the college has made the decision to restructure basic skills. As a result, in fall 2011 it began offering classes in English and math which are more than two levels below transfer using the non-credit curriculum. Students who complete the non-credit curriculum are given a prerequisite waiver by the departments that house the English and math disciplines, if they are able to pass a competency exam at a level established by the faculty that would indicate the students have the entry skills necessary to be successful the two levels below transfer in English 021 or Math 115. [IIA.111], [IIA.112], [IIA.113]

**PLANNING AGENDA:**
- None

**II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**DESCRIPTIVE SUMMARY:**

The institution awards credit based on student achievement of the course's stated learning outcomes which are equivalent to other institutions of higher learning at the lower division and higher division levels. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education that the college’s articulation officer researches and maintains on file in a continuous process.

The articulation officer and curriculum committee chair work together to ensure that these standards are met. For example they collaborate to support and review curriculum and courses so that they are consistent with the standards implemented through the campus curriculum approval process. They also ensure that the institutional policies are equivalent to the standards of four-year institutions for transferable courses and units. Four-year institutions accept Los Angeles Southwest College’s lower division equivalent courses through a comparison process of articulation; the receiving institutions often request that the curriculum is updated and is consistent in content with their approval systems. The articulation officer works very closely with the department chairs and designated faculty members who initiate new coursework. The articulation officer brings information not only from four-year institutions, but also from other
community colleges in the district and outside it and policies that are regulated by the district office. The district Electronic Course Data Database (ECD) maintains campus curriculum in an electronic format; some hard copies of course outlines are also kept in Academic Affairs. Curriculum Committee meetings have regularly occurring dialogue regarding the articulation equivalency of courses and removal of possible redundancy of content in similar courses.

The campus has developed SLOs for the awarding of degrees and certificates and is currently assessing those student outcomes to use for program improvement. The student learning outcome committee’s dialogue includes the learning that is expected of students in order for them to earn a degree or certificate. Also, the college has conducted several successful faculty workshops on Fall Flex Days that addressed how to identify and create course student learning outcomes that will ultimately lead to program learning outcomes.

The campus catalog outlines the level of student achievement necessary for obtaining a degree or certificate. Currently graduation requirements indicate that 18 or more units in a major content area are necessary for a degree. Certificate criteria vary in the number of units. In addition, levels of achievement are connected to the completion of course student learning outcomes which have been identified within the program. Official course outlines state the required student learning outcomes. The California Code of Regulations (Title 5) stipulates that units of credit be awarded in congruence with the Carnegie Rule. Faculty proposing courses research similar courses at other institutions. [IIA.114]

**SELF-EVALUATION:**

The campus keeps regular communications open with other institutions through the articulation officer. Each instructional department sends a member to the curriculum committee to keep up with information and return any respective course issues to faculty in that member’s discipline. This process has been successful and encourages high levels of dialogue. Catalog publications also inform the college community of these requirements. Additional work is needed to assess program SLOs and which coincides with the assessment of institutional SLOs. LASC faculty document students’ skills and knowledge by assessing the course, program and institutional SLOs. Credits are based on such evidence. Students with no records of having taken a placement test do not receive credits. [IIA.115]

**PLANNING AGENDA:**

- None
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY:

The 2010-2012 college catalog includes the SLOs for degrees and certificates and faculty include the SLOs on all course outlines of records. Faculty are required to follow the course outline of record when teaching a class. All courses taught at LASC have current outlines and meet the curriculum requirements of the college, district, and state guidelines and laws. Currently, Academic Affairs is working with deans and department chairs to ensure all syllabi contain the SLOs as recorded in the course outline of record. Assessment of the SLOs is part of a systematic cycle of assessment of SLOs at the course, program, and institutional levels. [IIA.115]

SELF-EVALUATION:

The course SLO alignments to program SLOs were identified through comprehensive academic program review during fall 2010. Course SLOs aligned to program SLOs are being assessed and the results analyzed within each discipline to determine how desired programmatic learning outcomes are being achieved. The first full round of these assessments were completed by the end of fall 2011 at about a 74% rate based on the number of courses offered since fall 2010. The remainder is scheduled to be picked up in spring 2012. Additional strategies to assess programmatic outcomes are being discussed in the SLO Committee. [IIA.116]

PLANNING AGENDA:

- None

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:
II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY:

The faculty members of Los Angeles Southwest College have developed a definition of general education, as stated in the catalog and the Curriculum Committee Philosophy on General Education:

General Education: A program of general education comprised of associate degree programs and other planned experiences which develop knowledge, skills and attitudes necessary for the student to be effective as a person, a family member, a worker, and a citizen, thereby enhancing the quality of life for the individual and for society-at-large. [IIA.117]

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.” [IIA.118]

In keeping with the mission of Los Angeles Southwest College, General Education courses should also expand academic experiences that contribute to enrichment of life, affirm a diverse population, and promote life-long learning. It is also desirable that General Education programs involve students in critical thinking to address major social problems.

The catalog statement accords with Board Rule 6201.14 and serves as the rationale for the inclusion of courses in the general education (GE) curriculum. A four-page document, available as separate handouts and published in the catalog, presents students with comprehensive lists of courses to choose from to fulfill the GE requirements for the associate’s degree (Plan A and B), and to transfer to California State Universities (CSU-GE) or the University of California (IGETC). [IIA.119]

The faculty members oversee the process for including courses in the GE lists through the Curriculum Committee of the Academic Senate.

Faculty proposing a new course may submit a GE Course Application along with the outline of the proposed course. Since spring 2011, the GE Application has required an examination of the course SLOs to determine their alignment with LASC’s five Institutional/General Education SLOs (ISLOs). The Curriculum Committee’s GE Subcommittee reviews the application and may recommend that the course’s request for GE status move forward. The Curriculum Committee
reviews the course (as described in Standard II.A.2.a) including course content and methodology in line with the tenets of general education. The committee may recommend the course as fulfilling a GE requirement for the associate’s degree and/or for transfer. The Academic Senate has final approval of courses to be forwarded to the Board of Trustees. The processes for review include non-credit and credit, with GE following under credit. [IIA.119]

Students who complete their GE coursework must select from humanities and fine arts, the natural sciences and social sciences.

SELF-EVALUATION:

LASC now has a process for systematic faculty review of GE courses, based on their alignment with the college’s five ISLOs. This supplements existing practice in which the faculty author consults with the department chair on the applicability of the course, according to Board Rule 6201.14, and in comparison to the courses already approved for GE. In all departments, all the faculty members must review the request for GE status before it can go forward. [IIA.119]

For courses that have been updated since its implementation, the district’s ECD system indicates if they have been approved by the department chairs and the articulation officer for inclusion in general education. A department, in conjunction with the department chair, recommends a GE course to the GE committee, which makes a recommendation for approval to the curriculum committee. If approved it goes to the academic senate for approval. The articulation officer verifies the course at that point. Thus, the number of updated courses on the ECD (https://ecd.laccd.edu/) should indicate how well the college is using the new application to align GE courses with ISLOs. [IIA.119]

The college is in the process of assessing SLOs as part of the three-semester plan described in Standard II.A.1.c. As the benchmarks (or minimal expectations) for ISLOs are assessed, the college will have additional information with which to gauge the degree to which GE courses meet these goals.

PLANNING AGENDA:

• None

II.A.3.b. A capability to be a productive individual and life-learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY:

The Curriculum Committee has developed a General Education Request form that is submitted along with the course outline of the course being requested as fulfilling a General Education requirement. The Curriculum Committee then reviews the specific SLO(s) of the course to make sure it is aligned with the requested General Education category. [IIA.119]
LASC’s Communication ISLO (Oral and Written Skills) requires that students “use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.” The Cognition ISLO (Reading Comprehension, Computational Skills and Critical Thinking) requires that students “use critical thinking and computational skills to analyze, synthesize and evaluate ideas and information.” As was mentioned earlier, the SLO Committee is reviewing possible revisions to the ISLOs with more discreet outcomes associated with each of the five major ISLOs. [IIA.120]

**SELF-EVALUATION:**

Evaluating the effectiveness of learning at the institutional level is more challenging than at the course level. In spring 2008, 10-12 faculty met to form “Teaching Communities.” The goal of the meetings was to share ideas on increasing student success in Critical Thinking and Information Competency; to provide a venue for dialogue among faculty resulting in ideas for improving student performance; and to share assessment strategies (develop common rubric), assess results, and put improvement plans into action. Faculty were paid stipends for their involvement in a series of three seminars conducted by the SLO Coordinator. During the first seminar, elements of critical thinking were discussed and how faculty elicit those skills from students. As homework for the second seminar, faculty were to give students the assignment and evaluate submitted assignments. Then they were to bring 3 samples of student work (High/Medium/Low) and be prepared to share results. During the second seminar, there was sharing of examples of student work (high/medium/low) in that assignment and sharing of “grading” criteria. Based on the question, “why did students perform the way they did?” faculty shared their experiences and insight. Finally, during the third seminar, faculty brainstormed how students’ performance can be improved and completed an improvement plan. Although they did not finalize a rubric, their dialogue on critical thinking was invaluable. Faculty shared student assignments, scoring procedures and results, and plans for improvement. Subsequently, there was a Faculty SLO Assessment Reunion in spring 2009. The formalized Teaching Community lost momentum, partly due to lack of funds for faculty stipends. [IIA.120]

During spring 2011, three faculty piloted a study to assess written communication and critical thinking using existing course assignments in anthropology, English and biology. They developed a common rubric, which they used to assess the communication ISLO in five sections of courses. Results have been summarized in II.A.1.c. Preliminary results of ISLO assessment for ISLOs #3, 4, and 5 will be recorded and analyzed in the spring of 2012. Those Student Services SLOs aligned with ISLOs were initially reviewed along with assessment results in fall 2011. Discussions are currently underway about how to improve these assessments and make improvements in student learning in these areas. [IIA.122]

**PLANNING AGENDA:**

- None
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY:

LASC’s Social Responsibility ISLO #4 (Responsible Citizenship and Valuing Diversity) requires that students “demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.” The following are examples of campus activities to increase students’ awareness of responsible citizenship and understanding of diversity:

- **ASO Strategic Planning Retreat:** The Associated Student Organization (ASO) of LASC is involved in activities to create a greater understanding of civic decision making and sensitivity to and respect for diversity. Before the start of each semester, the ASO Advisor and campus staff/faculty members conduct a comprehensive ASO Strategic Planning Retreat. During the retreat, ASO Board Members and Commissioners receive training on campus and district regulations and the importance of shared governance. As part of the retreat, ASO is trained on how to be proactive citizens by becoming involved in shared governance committees on campus. Each ASO board member is assigned to a campus shared governance committee and encouraged to report back during weekly ASO Board Meetings. Moreover, students are encouraged to participate in community forums and meet with political representatives. During the retreat, the Vice President of Administrative Services conducts training on how to properly manage funds and maintain accountability. The Coordinator of the International Program conducts training on cultural diversity and event planning. The ASO Advisor conducts a strategic planning session that includes a SWOT analysis. These activities seek to foster a greater understanding of civic decision making, accountability, and appreciation of cultural diversity.

- **Civic Engagement:** In March 2011, ASO sent four student representatives to Sacramento to meet with State Representatives to advocate for increased community college funding. Prior to the trip, the ASO Advisor provided a workshop on advocacy. During the trip, the students were interviewed by local media, participated in a march to the state capitol building with thousands of community college students from throughout the state, and met with State Representatives. This event was organized by the Student Senate of the California Community Colleges.

- **Civic Decision Making:** ASO Board Members attended the Student General Assembly in San Jose, California during the fall semester. Students received comprehensive training on responsible citizenship and advocacy for community colleges. LASC ASO introduced an initiative in 2010 that was approved by the Student General Assembly and forwarded to the State Chancellor of Community Colleges for review and adoption.
• **Cesar Chavez Month Activities:** In March 2009 and 2010, LASC honored the legacy of Cesar Chavez with social awareness workshops, literary workshops, and encouraged students to participate in service learning projects in the community.

• **Diversity Awareness:** The International Student Office has organized various campus and off-campus events to expose students to cultural diversity. The events include some of the following: International Dance Day, China in Los Angeles, and a series of brown bag workshops on various topics. The brown bag series have included workshops on the state of public education through analysis of the documentary "Waiting for Superman and a discussion regarding stereotypes of Muslim-Americans. Additionally, the International Student Office conducted its first study abroad program in Spain.

[IIA.150]

A number of Student Clubs at LASC work to promote civic and social engagement. The Black Student Union, Hip Hop Congress, Students United Against Drug Abuse, and Anointed Students for Christ focus on community service, cultural identity and awareness, and political and social involvement. Members of The Single Parent Connection are involved in political advocacy regarding education funding. Phi Theta Kappa and the National Society of Collegiate Scholars promote leadership, scholarship, fellowship, and service on campus as well as in the community. The International Culture Club has conducted numerous activities involving cultural awareness and sensitivity. [IIA.151]

The LASC Chapter of the Hip Hop Congress promotes contemporary music as a form of social change and as an expression of free speech. As part of its Mission Statement, the Hip Hop Congress says it “provides the Hip Hop Generation and the Post Hip Hop Generation with the tools, resources and opportunities to make social, economic and political change on a local, regional and national level.” The Hip Hop Congress at LASC organizes Poetry Slams, guest speakers, and a one-day Hip Hop Summit on the LASC campus. In fall 2010, the Hip Hop Congress organized a Hip Hop Month and featured many events including a panel discussion on political involvement entitled “What Now, After the Election?” The LASC Hip Hop Congress also hosted the West Coast Regional Summit which featured poetry, dance, and art workshops, as well as a session entitled “The Future of Education.” [IIA.152]

The English Department’s online newsletter *The Word* features student work focused on diversity, community and political involvement, and social responsibility and social justice. Recent features include social justice poems; editorials, poems, and video features in the prison-industrial complex; editorials on corporate influence in the US; and various media projects about the Watts Towers. The English Department also published the online creative writing journal *The Truth*, which often contains entries centered on culture, race, and gender. Guest speakers are brought to campus, who often present on topics of social justice, and literacy and expression as positive social forces. The Say The Word annual event at LASC—sponsored by the English & Counseling Departments and Puente Program, and supported by the LASC Poetry Collective and Hip Hop Congress—celebrates scholarship and student achievements, recognizes success in literacy, and reaches out to the local community to position LASC as a community center for engagement with current events, social issues, scholarship, and literary arts. The spring 2011 event included an activism and social justice fair, a featured
literary guest speaker (Michael Datcher), a slam poetry performance (Rodzilla the Blackademic), a book sale, an award distribution for essay and poetry writing competition, student poetry readings, poet Matt Sedillo, live music, a student-created multimedia visual display on the history and culture of South Los Angeles, and food. [IIA.153]

**SELF-EVALUATION:**

In fall 2010, ASO Officers formed a Constitution Committee and began the process of revising the ASO Constitution and Bylaws, engaging in a civil and open course of action. Over the course of at least 6 meetings, the committee examined the ASO Constitution and Bylaws and proposed revisions and additions where appropriate. The revised documents were presented to the LASC student body and in the 2011-2012 ASO Elections, over 85% of voting students approved the revised documents. [IIA.154]

The SLO Committee is currently reviewing possible revision to ISLO #4. Possible alternate outcomes are: 1) demonstrate respect for others and 2) participate actively in groups and civic decision making. Nevertheless, the activities mentioned above work to foster a greater cultural understanding on civic responsibility and value for diversity on campus. The college’s efforts are helping to shape leadership roles on campus in developing services that increase awareness of diversity and social responsibility. These activities encourage students to be responsible citizens by donating food items to underprivileged children and low-income students. During the most recent end-of-the-year holidays, students held a food drive, raised funds for disabled students on campus, and organized gift donations for low-income children. On February 3, 2012, ASO Board and Student Club Leaders will participate in training that will include strategic planning, goal setting, shared governance, and learning leadership styles. As the college does further assessment and analysis of this ISLO it will be able to determine actual outcomes and look for interventions that will increase more student engagement and student learning in these areas.

**PLANNING AGENDA:**
- None

**II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**DESCRIPTIVE SUMMARY and EVALUATION**

All 35 degree programs offered by Los Angeles Southwest College include a focused area of study or interdisciplinary core. These focused areas are defined through district and state-level forms when new degrees or certificates are added. Also, all new degree programs must be submitted to the Chancellor's Office for approval. This ensures that the programs have at least one area of inquiry or in an established interdisciplinary core in accordance with Title 5
requirements. In addition, ACCJC requires a substantive change form and approval before the college can offer any new degree. [IIA.123], [IIA.124]

**PLANNING AGENDA:**
- None

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**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College’s 45 occupational certificates prepare students for employment in fields from accounting to counseling, from real estate broker to preschool teacher. Child Development and Nursing degrees open doors to careers. [IIA.125]

Attaining LASC’s Associate Degree in Nursing qualifies a student to take the NCLEX-RN board examination required for licensing as entry-level-competent registered nurses to practice in the US. Since fall 2008, 80-90% of LASC’s students taking the exam have passed it; in spring 2011, 83% of LASC students passed. LASC prepares students for this exam throughout the RN program. In 2008, LASC began to use the Test for Essential Academic Skills (TEAS) to screen all candidates for admission into the nursing program. [IIA.126]

The TEAS test, a product of Assessment Technologies Institute (ATI), provides reliable information about students’ ability to pass the NCLEX-RN exam. ATI testing of students in the RN program assesses critical thinking and mastery series testing and culminates with an NCLEX-RN predictor exam. The nursing department subsidizes the cost for graduates to enroll in the Kaplan NCLEX-RN Review Workshop with 100% participation rate [IIA.126]

Child development courses align with best practices in early childhood education as guided by the NAEYC (National Association for the Education of Young Children), statewide early childhood competencies, curriculum frameworks, and by workforce advisories. The child development department collaborates with the Child Development Center Lab School and California Early Childhood Mentor Program, gaining useful feedback on students’ levels of preparation. [IIA.127]

The child development department assesses program and course level SLOs to obtain data on students’ competencies and levels of preparation. Graduating students are also surveyed at the end of each spring semester to document their permit status, employment, and matriculation status/goals. [IIA.127]
SELF-EVALUATION:

Tracking students’ employment after they leave the college would provide valuable feedback to improve student preparation and job placement. It has been a challenge to do this in the past. However, after carefully analyzing the need and the passage of recent laws regarding gainful employment, the campus has adopted a new 2011-2014 Strategic Plan that contains a key objective in monitoring student success. That strategic objective is to establish an index to evaluate, respond to, and comply with recent Perkins IV and Gainful Employment legislation that will involve tracking students gainful employment within the areas for which LASC has trained them.

PLANNING AGENDA:

• None

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY:

The college catalog contains up-to-date information about the courses, programs, and transfers policies students must follow to be successful, earn degrees and/or certificates, how to meet transfer requirements to four-year institutions, and the student learning outcomes they are expected to acquire in all of the college’s programs.

On the first day of class, students in each class section receive a course syllabus that includes the course objectives and student learning outcomes as listed in the approved course outline. In December 2005, the LASC Academic Senate approved a syllabus template which listed items necessary in all LASC syllabi. In addition to course objectives and student learning outcomes, faculty are required to include: course title and number, section number, room number, office location, office hours, office phone number, email address, class hours, prerequisites, textbook and supply information, method of instruction and weekly/daily schedule. Faculty members are
reminded of these requirements prior to the start of each term through email reminders from administration as well as the Academic Affairs Faculty Bulletin. Syllabi are distributed to students on the first day of class. Students in open-entry noncredit classes are provided a syllabus on the first day they attend class. Additionally, instructors are required to submit a course syllabus for each course they teach to their department chair and to the Office of Academic Affairs. [IIA.128]

LASC has developed a transfer-of-credit policy which is followed by the transfer officer and academic counselors. When a student is interested in transferring from another institution to LASC, the student is required to submit copies of all unofficial transcripts for review and evaluation. In determining acceptability for transfer of individual courses, the policy examines the following:

- **Course descriptions:** Course descriptions are analyzed and evaluated. If a majority of the description aligns with the LASC course, credit is given. If the description is around 50% the same, the department chair over the content area is asked to evaluate and provide an opinion as to the transferability of the course.
- **Unit loads:** Following an analysis of the course description is an evaluation of earned units. If the units earned are the same or more, the course is transferable. If less, the course is not transferable even if the course descriptions match.
- **Accredited Institution:** The student must have earned course credit from an accredited institution for LASC to grant transferability.
- **Earned a C or better in the course a student desires to transfer into LASC.**

If a student decides to transfer, official transcripts will be required to earn a degree or certificate but not required for enrollment. Potential students are granted open access and can register for classes at LASC following the application process.

LASC does not compare student learning outcomes from another institution during the evaluation for transfer credit process. The variables used in this evaluation include course descriptions, units earned, the accreditation status of the institution where course credit was earned, and the grade a student earned in the course.

All certificate and degree programs have SLOs listed in the college catalog. Specific course SLOs within their respective programs have been aligned to one or more program SLOs through comprehensive program review of 2010.

**SELF-EVALUATION:**

The college participates in a state-wide process of articulation with the California State Universities and the University of California. A full-time articulation officer assists in providing the information needed to determine how LASC courses transfer to CSU and UC, and provides students with information sheets listing required courses for transfer majors. LASC will utilize Assist, a computerized student-transfer information system, to help students and counselors at LASC on decisions about earning transfer credit for classes. ASSIST is the official “repository of articulation for California’s colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California.”
Articulation is central to any community college, and LASC is no different. LASC works directly with articulation offices across the 9 LACCD campuses. Articulation decisions are made in two ways: collectively as a district, and individually by specific campuses depending on the situation. For example, LASC has a separate articulation agreement with Cal State Dominguez Hills in multiple degrees. In addition, the college has 12 articulation agreements with Historically Black Colleges and Universities (HBCUs). [IIA.129]

In response to Senate Bill (SB) 1440, LASC has also developed two Transfer Model Curriculums (TMC) or “associate degrees for transfer” that are articulated with the California State University (CSU) system. The TMC requires students to meet both of the following requirements:

1. Completion of 60 semester units that are eligible for transfer to the CSU, including both the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
   b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

2. Obtainment of a minimum grade point average of 2.0

The two TMC’s developed by LASC include: Administrative Justice and Early Childhood Education. During the Fall 2012 semester, the faculty are working to develop TMC’s for History, Theater and Liberal Arts.

To ensure that the syllabi students receive include all required elements, the Office of Academic Affairs has adopted a Syllabus Check List. The syllabi of active courses are compared against this checklist. If a course syllabus is determined to have a required section missing, a copy of the check list is sent to the appropriate department chair and academic dean. Department Chairs work with faculty members to make the required syllabus corrections.

To ensure that individual sections adhere to the course objectives as articulated in the course outline of record, instructors are systemically evaluated. As part of this evaluation, the instructor is assessed whether he/she is teaching to the course outline of record, and students are asked to evaluate whether or not the instructor made clear the objectives of the course and taught to those objectives. In addition, each faculty member is expected to keep on file with the Office of Academic Affairs a current copy of their course syllabi which is required to contain both the course objectives and expected student learning outcomes.

**PLANNING AGENDA:**
- None
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY:

When the college eliminates or makes major changes in programs, it does so through the conclusions of the program review, program viability, and substantive change processes. This process acknowledges identified signals that initiate a process to determine whether changes or termination of a program is necessary to maintain “program viability.” As part of the process, the college makes sure that students are advised about any changes that may occur as an outcome of the review process and creates systems, if necessary, to assure that affected students can complete their programs. [IIA.130]

SELF-EVALUATION:

The campus has a strong process for evaluating programs and, if changes occur, addressing students’ needs with a minimum period of disruption, if any at all. Students are notified and alternatives are presented. There have not been any program eliminations in the past six years. Even though discontinuance is a part of the college’s viability policy, there may be times when discontinuance does not need a viability study. As a result, the college plans to continue these discussions over the next several months to consider this possibility.

PLANNING AGENDA:

- None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College’s catalog is available in paper and on the college website. The college publishes a schedule of classes for each academic term, available in paper and on the college website. Since students have more contact with the schedule of classes than with the catalog, the schedule of classes repeats certain key catalog information such as the mission and goals, types of tuition, list of classes offered (only for the current term), major codes, course sequencing for English, ESL, and Math, information about the honors program, and campus map. [IIA.117]
The Catalog Committee oversees the production of the catalog and its updates. Faculty, staff and administrators serve on the committee, including department chairs, the SLO coordinator and deans of student services and academic affairs. Through a sign-off system the chairs of all instructional departments and the deans of student services and academic affairs ensure the accuracy and currency of catalog information. [IIA.132]

In addition, the college provides information on student achievement to the public, primarily on its website. The institutional research link displays the number of degrees and certificates awarded and other indicators of student achievement such as within course retention and successful course completion rates.

**SELF-EVALUATION:**

The 2006-2007 College Catalog was supplemented by 30-to-40-page updates in 2008 and 2009, and the full 2010-2012 catalog is available on paper and online. The Catalog Committee follows a timeline that assigns committee members to track the development of the catalog or updates so that they are ready and available at the beginning of each academic year.

**PLANNING AGENDA:**
- None

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### II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

#### II.A.7.a.

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

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### DESCRIPTIVE SUMMARY:

Page 7 of Los Angeles Southwest College’s catalog says, “We recognize the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges’ communities and to the growing diversity among students. The quality of the educational experience is to be judged by its value to our students and the communities. We recognize that academic freedom is essential to excellence in education.” In the AFT/LACCD Bargaining Agreement, Article IV states that “the Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students.” In addition, LACCD Board Rule 15002 “…reaffirms its commitment to academic freedom, but recognizes that academic freedom does not allow sexual harassment. The discussion of sexual ideas, taboos, behavior or language which is an intrinsic part of the course content shall in no event constitute sexual harassment. It is recognized that an essential function of education is a probing of received opinions and an exploration of ideas.
which may cause some students discomfort. It is further recognized that academic freedom insures the faculty's right to teach and the student's right to learn.” [IIA.117], [IIA.133]

SELF-EVALUATION:

As described in Standard III.A.1.b, faculty evaluation processes help ensure that instruction is professional while the AFT grievance process assures academic freedom. In developing its faculty code of ethics, the faculty have engaged in discussions in regard to the importance of faculty distinguishing between personal conviction and professionally accepted views in a discipline (http://www.lasc.edu/faculty_staff/academic_senate/polguideres.html) [IIA.134], [IIA.135]

PLANNING AGENDA:

- None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College’s Standards for Student Conduct, published in the catalog and schedule of classes, are based on Los Angeles Community College District Board Rules. [IIA.117], [IIA.131]

For example, Board Rule 9803.12 states, “Dishonesty: Dishonesty, such as cheating, or knowingly furnishing false information to the college.” “Academic Dishonesty: Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper, or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.” Consequences can range from lower grades, suspension from the class or suspension from the college. The type of discipline decided is usually done in consultation with the Dean of Student Services.

SELF-EVALUATION:

As an institution of higher education, the campus sets an expectation of academic honesty and integrity. Faculty members are encouraged to be proactive in addressing issues of cheating, plagiarism, and other acts of academic dishonesty. When incidents of academic dishonesty have been discovered, the students(s) are reported to the Dean of Student Services for intervention. The Dean works with the faculty and student(s) during the investigation and recommends a consequence befitting the infraction. This could range from redoing assignments for minor infractions to suspension for major violations. The college is committed to academic honesty and the standard academic definition of plagiarism and cheating, but also understands our responsibility to educate students who may not understand or fully be aware of this standard. For
that reason, the Student Success Center periodically offers workshops on library skills, quoting, paraphrasing, and MLA/APA citation formats that are relevant to academic integrity. [IIA.136]

**PLANNING AGENDA:**

- None

**IIA.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Los Angeles Southwest College does not require conformity to specific codes of conduct nor seek to instill specific beliefs or worldviews.

**IIA.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Los Angeles Southwest College does not offer curricula in foreign locations.
Standard IIA Evidence List

IIA.1 Grants Office Evidence Folder
IIA.2 Curriculum Committee Handbook: 
   Http://Www.Lasc.Edu/Faculty_Staff/Curriculum_Committee/Curriculum_Committee_Handbo
   ok.Html
IIA.3 Program Review Templates
IIA.4 SLO Addendum And Improvements
IIA.5 Portfolio IR Reports
IIA.6 Labor Market Study
IIA.7 CSIT Schedules And Course Outlines
IIA.8 Teacher Assisted Certificate
IIA.9 Workforce Development Department Programs
IIA.10 Goldman Sachs Foundation Grant Documents
IIA.11 CAHSEE Folder
IIA.12 CTE Contract Ed
IIA.13 Institutional Research Reports
IIA.14 Student Success Center
IIA.15 Upward Bound
IIA.16 Student Services Programs
IIA.17 Puente Program
IIA.18 Community Services
IIA.20 CTE Contract Education Docs
IIA.21 Bridges To Success
IIA.22 ATD Interventions
IIA.24 VTEA Survey
IIA.25 College Catalog Docs
IIA.27 Online Enrollment Docs Spring 2011
IIA.28 Online Course Offerings
IIA.29 Career Center
IIA.30 Work Readiness Matrix
IIA.31 Basic Skills Plan
IIA.32 Basic Skills Success Rate
IIA.33 California Benchmarking Data
IIA.34 ARCC Data
IIA.35 IPEDS
IIA.36 LACCD Institutional Effectiveness
IIA.37 President's Basic Skills Folder
IIA.38 Basic Skill Restructuring Folder
IIA.39 Summer 2011 Class Schedule
IIA.40 Homeland Security Grant
IIA.42 DE Moodle To Etudes
IIA.43 New DE Polices Procedures Manual
IIA.44 SLO Identification
IIA.45 SLO Assessments
IIA.46 SLO Assessment Reporting
IIA.47 SLO Competency Levels
IIA.48 ISLO Miscellaneous Docs
IIA.49 SLO - College Discussions
IIA.50 Fall 2010 Campus Climate Survey
IIA.51 Academic Senate Docs
IIA.52 Curriculum Committee Docs
IIA.53 CTE Program Implementation
IIA.54 Course Outline Updates
IIA.55 Curriculum Website:
   Http://Www.Lasc.Edu/Faculty_Staff/Curriculum_Committee/Curriculum_Committee.Html
IIA.56 Curriculum Committee New Programs
IIA.57 Process For New Programs
IIA.58 SLO Identification And Assessment
IIA.59 CTE Advisory Committee
IIA.60 Program Review (PR) Annual Update Template
IIA.61 Samples Of PR Updates
IIA.62 Strategic Planning Handbook
IIA.63 SLO Evaluation Process
IIA.64 ATD Initiative
IIA.65 CTE Program Review
IIA.66 Academic Senate Bylaws
IIA.67 CTE Folder
IIA.68 Program 4-Semester Plans
IIA.69 Sample SLO Assessment Matrices
IIA.70 Sample Student Evaluations
IIA.71 2010 Program Reviews
IIA.72 2011 Program Review Updates
IIA.73 College Hour
IIA.74 Program Review Website:  Http://Www.Lasc.Edu/Faculty_Staff/Program_Review/Index.Html
IIA.77 Grant Funding
IIA.78 2008-2011 Basis Skills Plan
IIA.79 Analysis Of 2009-2010 Basic Skills
IIA.80 State Basic Skills Plans
IIA.81 California Benchmarking
IIA.82 2008-2010 Basic Skills Plan
IIA.83 English Fundamentals BOT Report
IIA.84 BRIC MOU
IIA.92 Staff Development Workshops
IIA.93 2011 Program Review Updates
IIA.94 2008 And 2010 Program Review Samples
IIA.95 Program Review Template
IIA.96 Program Review Scoring Rubric
IIA.97 CTE Documents
IIA.98 Advisory Board Notes
IIA.100 Senate Bylaws
IIA.101 Program Viability
IIA.102 ESL Viability
IIA.103 Process For Course SLOs
IIA.104 College Basic Skills Evidence Folder
IIA.105 Annual Program Review Folder
IIA.106 Multi-Year Strategic Planning
IIA.107 BRIC-TAP
IIA.108 Enrollment Management
IIA.109 Campus Climate Survey
IIA.110 Newsletters
IIA.111 Summer 2011 Class Schedule
IIA.112 Competency Exams For English 21
IIA.113 Competency Exams For Math 115
IIA.114 Sample Course Outlines
IIA.115 SLOs For Instructional Programs
IIA.116 Course SLOs
IIA.117 LASC Catalog
IIA.118 Curriculum Committee Website:
   Http://Www.Lasc.Edu/Faculty_Staff/Curriculum_Committee/General_Education_Philosophy_And_Committee.Html)
IIA.119 General Education
IIA.120 ISLO Revisions
IIA.122 ISLOs Evidence Folder
IIA.123 LACCD New Program Form
IIA.124 State New Program Form
IIA.125 Occupation Programs
IIA.126 Nursing Program
IIA.127 Child Development Program
IIA.128 Course Syllabus Folder
IIA.129 Articulation Agreements With HBCUS:
IIA.130 Program Viability Policy
IIA.131 Published Schedule Of Classes
IIA.132 The Catalog Committee Folder
IIA.133 AFT/LACCD Bargaining Agreements
IIA.134 Sample Faculty Evaluations
IIA.135 Sample Grievances/Process
IIA.136 Workshop Power Point To Plagiarism
IIA.137  Educational Master Plan 2010 Review
IIA.138  Flex Day Agenda/Sign-In Sheets
IIA.139  BRIC SLO Workshops Folder
IIA.140  California Benchmark Folder
IIA.141  Campus-Wide Forum Docs
IIA.142  Instructional Department Plans (IDP)
IIA.143  BRIC Initiative – Evidence
IIA.144  SLO Committee Minutes
IIA.145  SLO Website
IIA.147  Job Description Dean Of IE
IIA.148  Math Common Final
IIA.149  English SLO Report
IIA.150  ASO Activities Supporting ISLO #4
IIA.151  LASC Student Clubs
IIA.152  Hip-Hop Congress
IIA.153  Say The Word
IIA.154  ASO Constitution And Docs
Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.B: Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY:

Student services support student learning and provide such services as admissions and records, financial aid, counseling, health services, and matriculation. In addition, services are provided by special program areas such as Extended Opportunity Programs & Services (EOPS), Greater Avenues for Independence (GAIN/Cal WORKs), TRIO, Athletics, and the Associated Students Organization (ASO). To ensure delivery of quality services, all student service programs undergo an annual comprehensive program review and measure, assess, evaluate, and improve student learning outcomes as part of that process. Some recent examples of improving programs based on these evaluations are detailed in IIB4. [IIB.1], [IIB.2], [IIB.3]
The assessment of a student’s readiness in English and math follows the admissions process and includes the use of a validated placement instrument called Accuplacer. Through the use of this placement instrument and multiple measures, a placement is recommended for students. The student may decide not to accept the placement recommendation and “challenge” the placement through a clearly outlined process of “prerequisite challenge.” The Assessment Center also administers the Combined English Language Skills Assessment (CELSA) to non-English speaking students for placement into English as a second language (ESL) courses. [IIB.4], [IIB.5]

The Financial Aid Office (FAO) packages student applications for financial aid which the lower income student needs for school related purchases, including but not limited to the books, school supplies, and transportation. Additional CalGrants, fee waivers, Student Educational Opportunity Grants (SEOG), and scholarship programs encompass the financial aid program at the college. As stated in their job duties, financial aid staff interview students to evaluate their needs and to determine their eligibility for one or more of the financial aid programs; authorize awards for financial aid through a combination of loans, grants, and work-study based on individual needs and applicable laws and regulations; and provide advice and solutions to students who have special financial problems, or who question eligibility requirements or who have been denied aid. The staff works with students to resolve issues by processing appeals and making referrals to counseling or tutoring. [IIB.6], [IIB.7]

The student health center provides a limited level of health services to students on campus. Health services include tuberculosis tests, physical exams, sexually transmitted diseases testing, pregnancy testing, and psychological counseling. The college originally contracted with White Memorial for student health services. Subsequently, White Memorial contracted this work out to Mosaic Family Care College-Based Clinics in Spring 2008. Since several other LACCD colleges are also covered by Mosaic, payment is handled at the district-level through an all-school contract. [IIB.8]

The Puente Program is a joint venture between the English and Counseling departments at LASC, and incorporates goals and plans from each department. The goal of the program is to help underrepresented Latino students at two-year institutions successfully transfer to four-year colleges by providing them with a counselor and an English instructor who work in tandem to tailor educational plans and writing skills in preparation for baccalaureate programs. In the fall of each academic year students participate in English 28 (one course below university transfer-level) and Personal Development 17. In spring of each academic year students enroll in English 101 and Personal Development 20. (Both English courses follow the English Department course outlines and incorporate readings that reflect the Black and Latino/a experience.) Following this, students continue to meet with their counselor as they complete their transfer requirements and apply to four-year universities. The English instructors and counselors also oversee community involvement and social justice-themed activities that students participate in within the community. [IIB.2], [IIB.9]

The Passage Program is designed to enhance the academic achievement of male students of color. The Passage Program, a comprehensive, culturally responsive student support service program, is serving over 300 incoming and current male students of color who are placed or assessed in basic skills English courses. The goals are to improve the persistence and course
completion rates of male students of color; to strengthen the integration of academic and student services; and to increase engagement among male students of color. In addition to forming academic and counseling learning communities for its students, the Passage Program has taken students on academic retreats, sponsored their attendance at academic conferences, brought speakers to LASC, and offered a field trip to local colleges and universities. In Fall 2011, LASC received a Department of Education grant to expand the Passage Program by implementing: extended orientation, rites of passage events, learning communities, linked courses, intrusive counseling, service learning, tutoring, student club activities, mentoring, educational and cultural enrichment activities, and an African American male summit. [IIB.3], [IIB.10], [IIB.11]

The one-stop Career Center serves both employers and jobseekers by connecting employment, education, and training services into an integrated network of resources. The center helps connect students with internships, particularly with Build LACCD. It publishes a newsletter and holds resume development workshops, and hosts an annual Job Development Workshop. The Career Center also developed and implemented a work readiness program to support CTE students in the area of Supplemental Instruction. [IIB.11], [IIB.12]

The Career Center plays a pivotal role in a number of workforce development events, including providing coordination and support for the following events that support our students: [IIB.11], [IIB.12]

- High School Senior Day – Provides support staff
- LASC After School Tech Prep Program – Job readiness sessions and paid internships
- Summer Youth Employment Program – Job readiness workshops and paid internships for high school and college students during the summer
- Job Fair - Coordinate with partner businesses to offer their job openings to students
- Career Camp LA-2— Held at LASC and sponsored by Career Center
- LAPD – Coordinating testing for LAPD openings on campus
- TRIO & EOPS – Job development workshops – Resume Writing, Dress for Success, Interview Tips
- Middle College High School – Coordinate tour of the Center to introduce services available to students
- Eureka Program – Provided to students and referrals from Counseling Department
  - Job Assessment – Assists students in exploring skills required for ideal jobs, job posting, and handouts about job openings, etc.
  - Eureka Self-Assessment – helps students identify previous job skills that will match with careers to put them on a career path.

The Office of Outreach and Recruitment increases awareness of the educational opportunities at Los Angeles Southwest College among prospective students. The dynamic, approachable and engaging outreach staff (1 specialist and 2-3 college students) encourage and advise students from underrepresented backgrounds to pursue higher education and develop a college-going culture. The outreach specialist conducts classroom presentations, attends college fairs, and provides one-on-one advisement as well as working closely with local school administrators and counselors to provide information on opportunities and admissions policies at LA Southwest College. [IIB.13]
Also beginning in 2011-12, the Office of Outreach & Recruitment coordinated the delivery of New Student Orientation sessions for incoming high school students as part of LASC’s matriculation process. During these one-hour workshops, LASC faculty, staff, and administrators presented on several topics including the steps of applying to LASC, getting financial aid assistance, and receiving counselor advisement on personal career and educational goals. In addition to answering questions from incoming students, presenters explained the tips and skills to college success and an overview of all student services programs and organizations offered at LASC. Over 800 students attended these Orientation sessions after applying for admission and before taking needed assessment tests and working with a counselor to complete a Student Educational Plan. In summer 2011, the Outreach & Recruitment Office also coordinated the LASC Freshman Experience which introduced over 120 incoming freshmen students to the college experience at Los Angeles Southwest College. This 4-day program included a mix of academic pre-intervention, informational workshops, team-building, and social enrichment for all participating students. The goal of the Freshman Experience was to assist new students as they begin to navigate LASC, so they can be successful in college and achieve their life goals. Students attended a series of workshops designed to give them a foundation of knowledge that will help them successfully navigate college systems, identify and access support services, positively interact with faculty and staff, and develop beneficial study and test-taking habits. Some of the workshop topics included Developing Study Skills, College Success, Using Library Resources, Financial Aid, and Transfer Opportunities. In addition to attending workshops, students participated in a variety of exercises on team-building, self-esteem building, and self-awareness. Students who completed the full 4-day Freshman Experience are eligible to receive credit for Personal Development 17, a 1-unit, transferable, college-level course. Students who are EOPS eligible received a $200 book grant for the Fall 2011 semester. Survey results given to students at the end of the Freshman Experience indicated that 98% of surveyed students Strongly Agreed or Agreed that the Freshman Experience introduced them to college topics and services they did not know about before, 98% of surveyed students Strongly Agreed or Agreed that the Freshman Experience provided information that will help them succeed in college classes, 98% of surveyed students Strongly Agreed or Agreed that they felt more prepared on the first day of classes because of the Freshman Experience and 98% of surveyed students Strongly Agreed or Agreed that they would recommend the Freshman Experience to all LASC students. [IIB.14], [IIB.15]

The Nursing Department offers support tailored to its students, including the Nursing Summer Boot Camp (Nursing 540) which reviews Math, English, and science content for entering nursing and pre-nursing students. The department deploys an Early Alert System which triggers interventions with a nursing counselor and subsequent remedial activities. For any student failing a Nursing Department course or earning substandard grades, instructors email a completed Early Alert Notification Form to the Nursing Department Counselor, who then sends the notification letter to the student. The student is invited to speak with the Nursing Director and the Nursing Counselor. The group meets to discuss interventions and to develop a remediation plan on the Nursing Department Counseling Form, a copy of which is given to the student. All parties sign the form. All Nursing Department instructors follow this procedure at all levels of the program. In addition, the student is encouraged to register for Nursing 285 and Nursing 385 for tutorials. [IIB.16]
TRIO STEM is a newly funded TRIO Student Support Services grant (September 1, 2010). The project completed its enrollment objective of 120 students by the end of August 31, 2011. The project has established organizational structure, developed relationships with faculty, implemented services for STEM and Allied Health students such as advising, tutoring, workshops, and college tours, and is building a reporting system to track student performance and retention. [IIB.3], [IIB.17]

The TRIO Scholars Program served approximately 2,500 students in 2010-11. The program offers the following services: academic advisement, tutoring, college success workshops, financial literacy workshops, and college tours. Additionally, representatives from the University of California, the California State University system, and private colleges such as the University of Southern California provide regular visits to campus and give up-to-date information to students enrolled in TRIO Scholars. College and university tours are arranged and students may sign up for these tours at the TRIO Scholars Program office. [IIB.3], [IIB.17]

TRIO Programs require students to be eligible for the program based on income. A separate application is requested and recorded in the program’s database to track students’ participation in the program.

The Extended Opportunity Programs & Services (EOPS) office serves, depending on funding, between 900 and 1,400 students annually. The program is designed to provide supportive services and financial assistance for low-income, educationally disadvantaged students. EOPS program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS helps students to achieve these goals by providing priority registration, academic and support counseling, financial aid assistance, tutorial assistance, book grants, transfer assistance, informative workshops and other support services.

The CARE program is a supplemental component of EOPS to provide educational support services and activities for the academically underprepared, welfare-dependent, single head of household student population. CARE specifically serves EOPS students who are at least 18 years old and single heads of household, current recipients of TANF/Tribal TANF. [IIB.2], [IIB.17], [IIB.41]

Program participants receive grants, allowances and/or services for educationally-related expenditures for dependent care, school supplies, and priority registration which may be awarded as a means of strengthening their retention, persistence, graduation and transfer rates. CARE students receive supplemental counseling and advisement; personal development activities, workshops (including self-esteem, parenting, study skills, time management, etc.); group support and peer networking; help from peer advisors who are often single parents themselves; information and referrals to campus- and community-based human services programs; and other services designed to assist these academically high risk students obtain educational success.

Educational Talent Search (ETS) serves 600 low-income, potential first-generation students who attend five local target schools: Washington Preparatory High School, Locke High School, Clay
Middle School, Gompers Middle School, and Harte Middle School. So that participating students can better understand and pursue post-secondary education, ETS offers the following services: academic counseling and support for the college application process and applying for financial aid and scholarships. Participants also have the opportunity to explore college campuses, access tutoring services, go on cultural outings, and participate in academic, college, and career awareness workshops. [IIB.3], [IIB.17]

The Upward Bound Program (UBP) serves approximately 70 low-income and first generation high school students in the college’s target area for persistence through secondary education and matriculation into institutions of higher education. Instruction in core academic areas, cultural field trips, tutoring, SAT preparation courses, visits to colleges and universities, and mentoring are some of the approaches the Upward Bound Program uses to accomplish its goals. [IIB.3], [IIB.11], [IIB.17]

The CalWORKs (California's Work Opportunities and Responsibilities to Kids) Initiative a state-level welfare-to-work program serves approximately 800 LASC students in three main areas: job development; coordination of various local, state, and federal aid and services; and work-study employment. To move into unsubsidized employment, students enroll in Basic Skills, vocational and occupational courses for certificates or degrees, and short-term vocational training classes, including vocational English as a second language.

GAIN (Greater Avenues for Independence) is used by Los Angeles County to implement CalWORKs. GAIN students are automatically part of CalWORKs, but not the reverse, though CalWORKs students are sometimes advised to sign up for GAIN. Students who are referred to LASC from the Department of Public Social Services and who are participating in the CALWORKs program usually refer to themselves as GAIN students; each program has its own set of documentation, record-keeping, etc. GAIN provides textbooks, supplies, child care, and transportation for students enrolled in the program. [IIB.2], [IIB.17]

Disabled Student Programs and Services (DSPS) provides educational support services to meet the unique needs of approximately 320 students with disabilities and to assist them in achieving a successful college experience. To assist with the matriculation process, DSPS offers priority registration for enrolled DSPS students, a supplemental specialized orientation, and academic, career, and personal counseling. To support various academic accommodations, DSPS provides assistive computer technology and alternate media; test-taking accommodations such as extended testing time, testing rooms, and proctored testing; sign language and interpreting services; reader and note-taker services, and mobility assistance. DSP&S also works as a liaison with campus and community agencies and presents workshops for faculty on how to identify and assist students with disabilities. [IIB.3], [IIB.18]

The Veterans Affairs Office serves as a liaison between veterans or their dependents and the Veterans Administration. The office helps eligible students complete the appropriate forms to claim educational benefits, and then forwards all appropriate documents concerning the application to the VA processing center. The office also assists with any questions students may have regarding veterans’ educational benefits, as well as providing support services to ensure their success at LASC. The office provides the following:
- Assistance with the college application process for LASC
- Priority registration [IIB.18], [IIB.19]

The Transfer Center is designed to assist students with successfully transferring to any university or college by serving as a resource for the campus community in all facets of the transfer process. The Transfer Center provides information on transfer programs, general education requirements, advising, and application assistance and also helps students establish personal contact with local representatives from universities and colleges. [IIB.2], [IIB.20]

The Bridges to Success Center is available to assist non-native English speaking students and Citizenship applicants. The Center has two major functions: providing support to students to help them achieve their basic occupational and academic goals and offering Citizenship application assistance, classes, and services. Assistance by the Center includes placement, orientation, registration, financial aid assistance, referral to campus service sites, translation, and student recruitment. The Center’s staff conducts free Citizenship orientations, workshops and review sessions open to all students and community members. The Center’s activities are funded through the Adult Education Workforce Investment Act. Naturalization Assistance is also offered by Bridges to Success. Students preparing to apply for U.S. citizenship receive assistance filling out an N-400 “Application for Naturalization” and participate in a one-on-one interview practice and preparation. These services are offered free of charge to all enrolled students. [IIB.21]

Los Angeles Southwest College supports its students with a variety of services that can be found in the following locations:

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
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<tbody>
<tr>
<td>Academic Success Center</td>
<td>Cox Building</td>
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<tr>
<td>Admissions</td>
<td>Student Services Building</td>
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<tr>
<td>Associated Student Organization (ASO)</td>
<td>Student Services Building</td>
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<tr>
<td>Bookstore</td>
<td>Bookstore</td>
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<tr>
<td>Bridges to Success Center / Puentes al Exito</td>
<td>Student Services Building</td>
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<tr>
<td>Business Office</td>
<td>Student Services Building</td>
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<tr>
<td>CalWORKs/GAIN</td>
<td>Student Services Building</td>
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<tr>
<td>Career Center</td>
<td>Student Services Building</td>
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<tr>
<td>Counseling</td>
<td>Student Services Building</td>
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<tr>
<td>Disabled Students Programs &amp; Services (DSPS)</td>
<td>Student Services Building</td>
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<tr>
<td>Educational Talent Search</td>
<td>Student Services Building</td>
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<tr>
<td>Extended Opportunity Program &amp; Services (EOPS)/CARE</td>
<td>Student Services Building</td>
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<tr>
<td>Financial Aid</td>
<td>Student Services Building</td>
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<td>Health Center</td>
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<td>International Students</td>
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<tr>
<td>Library</td>
<td>Cox Building</td>
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<tr>
<td>Matriculation</td>
<td>Student Services Building</td>
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SELF-EVALUATION:

“The mission of Los Angeles Southwest College is to facilitate student success, encourage lifelong learning and enrich the lives of its diverse community.” This mission is addressed in all and more of the services outlined above.

Student Services has grown in its support of student learning since our last Accreditation Self Study. The Student Services Building now gathers most offices and programs under one roof and the college has added several valuable programs to serve the needs of our students, notably the Passage Program as it serves male students of color and the Puente Program, as it serves students of color. Other offices have been reorganized: the Center for Retention and Transfer is now comprised of two distinct entities, the TRIO Scholars program and the Transfer Center, and other programs deliver significantly expanded offerings, such as the International Students Program and DSPS. Student Services continue to take steps toward coordination of services and, through program review, SLOs, and surveys, a coordinated research agenda.

In addition to the on-site offices, the college website is a rich source of information on services for students. All of these services are complementary in aiding students. Each of the above services maintains a page on the college website which includes locations, phone numbers, and hours of operation, which allows access from off campus. [IIB.9]

One of the primary ways in which student supports services ensures the quality of its support services and ensures the needs of students are met, is through the annual comprehensive non-instruction program review process. This process includes looking at data that includes but is not limited to point-of-service student surveys, assessing students learning outcomes, assessment of annual program objectives, and assessment of program resources. Each program review cycle requires recommendations for program improvement and assessment of these recommendations after implementation. Some examples of program improvements that have been made in recent years as a result of this process are as follows: [IIB.1], [IIB.3]

- As a result of the ongoing program review process and reviewer feedback, many Student Services offices revised their point-of-service student satisfaction surveys to provide more reliable feedback and to address the specific services delivered by the

<table>
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<tr>
<th>Middle College High School</th>
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<td>Outreach &amp; Recruitment</td>
<td>Student Services Building</td>
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<td>Passage Program</td>
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<td>Puente Program</td>
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<td>TRIO Scholars</td>
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<td>TRIO STEM</td>
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<td>Transfer Center</td>
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<td>Upward Bound</td>
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<td>Veteran Services</td>
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program. During the fall 2010 and spring 2011 semesters, at least eight Student Services offices implemented revised surveys and/or survey procedures. [IIB.22]

- With the general increasing sophistication of the non-instructional program review process and with additional SLO training opportunities, many Student Services offices created new SLOs or revised their existing SLOs for increased accuracy and reliability of measures. During fall 2010 and spring 2011 semesters, 21 out of 33 Student Services SLOs were either new or revised SLOs. [IIB.23]

- New programs at LASC, such as the Passage Program and the Puente Program, are integrated into the Program Review cycle. If any programs or offices, such as the ASO, had not yet completed a Non-Instructional Program Review or created SLOs, they have now done so. [IIB.2], [IIB.3]

- By collaborating with off-campus agencies, the Office of Outreach & Recruitment, and other on-campus departments, DSPS increased 2010-11 enrollment of DSPS students by 20% from the preceding year. [IIB.3]

- The International Student Office completed a 2010-11 Non-Instructional Program Review goal and developed a faculty-led study abroad program for LASC students. The first study abroad program in Spain took place in summer 2011 and the next study abroad program in Jordan will take place in summer 2012. [IIB.3], [IIB.11], [IIB.24]

- In response to program review analysis and a program review objective, The Financial Aid Office implemented mandatory Financial Aid workshops for students with “Satisfactory Progress” issues. [IIB.6]

- To meet its 2008-09 Program Review goal of 90% of “college ready” Educational Talent Search seniors applying for financial aid, Educational Talent Search provided financial aid presentations and one-on-one assistance. Parents of seniors were contacted to remind them of the application process and provided with workshops at LASC. [IIB.6]

- In response to demographic measures in its Program Review, the Puente Program revised its curricula to reflect an equal selection of African-American and Latino readings. [IIB.3], [IIB.62]

While several Student Services offices include analysis of their online student services within the annual non-instructional program review process (i.e. Admissions & Records, International Student Services), others do not. Each office and the Office of Student Services can better ensure that assessment of online student services is incorporated into non-instructional program review.

Student Services has been able to keep basic information and forms up-to-date on the LASC website (i.e. office hours, various application forms, and useful links). The various Student Services programs request website revisions through the Administrative Intern-Student Services, who has access to all Student Services web-pages. However, without a web designer it has been difficult to create an easy-to-navigate and completely up-to-date website with menus for a specific area. This challenge keeps the website from being as functional and dynamic as the college would like. The college plans to hire a full time web designer in the near future. [IIB.25]
PLANNING AGENDA:
- Incorporate assessment of online student services into non-instructional program review process.

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

II.B.2.b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

II.B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

II.B.2.d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY:

The Los Angeles Southwest College 2010-2012 Catalog is available free of charge at http://www.lasc.edu/students/admissions/admissions.html to students, prospective students, and the public and is available in hard copy in most college offices. The college provides copies to its feeder schools, institutions of higher learning within a 75-mile radius, and community
The college catalog contains the required information. Because fees are set by state law and have changed several times in the last years, the college sends students email reminders about fee increases and publishes accurate fee amounts in the Schedule of Classes and on the college website. Also, the college publishes online the schedule of classes and catalog addendums. The college plans within the near future to publish its class schedules and catalogs solely in electronic format. [IIB.26], [IIB.27], [IIB.28]

The college catalog is revised every two years, with college catalog updates published each year in both hard copy and online formats. The catalog is reviewed for accuracy by a number of personnel in Academic Affairs as well as Student Services. Among the key personnel involved in catalog revision and review from Academic Affairs are: Executive Vice President – Academic Affairs & Student Services, the Deans of academic areas, and Administrative Intern – Academic Affairs. For Student Services content, each program/office manager is asked by the Dean of
Student Services to review relevant content and to submit needed changes; any additions or revisions are reviewed by the Dean of Student Services.

The college inserted language into its 2011 College Catalog addendum regarding Academic Freedom. In addition, The 2010-2012 College Catalog does contain the statement Standards of Student Conduct that addresses the essence of Academic Freedom. An example from the Standards of Student Conduct: “A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the college community, students should be encouraged to develop the capacity for critical judgment to engage in sustained and independent search for truth and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.” [IIB.26]

For information that may not be covered in the catalog, the college utilizes its website which contains sections on “Consumer Information Requirements” (CIR). However, the website references that the catalog addendum and future catalogs will contain a statement about where to find the CIR webpage. The CIR webpage contains a wide range of information collected in one central location. A few examples are as follows: links to graduation/completion/retention rates, FERPA, statements about voter registration form distribution, financial support for Athletics programs info, etc. http://www.lasc.edu/students/consumerinfo.html. In addition, the college website references publication of California Licensure Exam Pass Rates for LASC programs, e.g. http://www.lasc.edu/students/lasclicensepassrates.html and collected Student Complaint and Grievance Procedures http://www.lasc.edu/students/studentcomplaint.html.

**PLANNING AGENDA:**

- None

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**II.B.3.** The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**II.B.3.a.** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College provides a wide array of programs that directly support student learning and address the college mission, including the assurance of open access, the promotion of a quality learning environment, and student success in academic, vocational, and transfer endeavors.
The Admissions and Records Office provides admission, registration, and access to records in person and through a multitude of web-based services. Los Angeles Southwest College is an open enrollment institution, meaning that all students completing an eligible application are admitted. Students are encouraged to use the CCCApply system to apply online or they can submit a paper application. High school students must submit a supplemental K-12 application on which their school counselors specify which class(es) they are approved to take. [IIB.29], [IIB.30]

To help assure access to continuing students, the college sets registration dates by category of student:

- **Group 1** DSPS/EOPS/Veterans/foster youth & emancipated foster youth
- **Group 2** Continuing Students enrolled since the previous semester
- **Group 3** Continuing Students ever active since the previous semester (e.g., enrolled but did not complete a class)
- **Group 4** Students who have applied since base semester plus one semester. For example, if fall 2010 is the base, it would include those who have applied fall 2010 and spring 2011 but never enrolled. This does not include high school students.
- **Group 5** Continuing high school students, although they must submit supplemental application every semester [IIB.27], [IIB.29]

The Admissions and Records Office also provides student in the TRIO and Passage programs registration assistance. Each registration date follows the previous one by a few days, giving students in each group an opportunity to secure a place in needed classes. After Group 5’s dates have passed, all students with current, accepted applications on file have access to registration. [IIB.29]

LASC students can register for courses at the admissions office or online. The district Student Information System allows students to enroll in classes, drop classes, check grades and pay enrollment fees through the internet. It is available virtually 24 hours a day, seven days a week. The Admissions and Records Office is open five days a week, with extended hours during each busy registration period, including a total of 6 weekends during the academic year. Most students use the online registration system, sometimes through the computers provided for them in the Admissions and Records reception area. We provide printed instructions in folders at each computer workstation. [IIB.29], [IIB.31]

The Admissions and Records Office uses a text- and voice-message system to remind students of admissions dates, fees and policies, and to suggest they meet with counselors to prepare educational plans before they register. The office also provides a registration check sheet to guide new and continuing students through matriculation. The check sheet has a section for new students, returning students, and K-12 students. It provides the steps required for each group to register efficiently. [IIB.29]

LASC is committed to providing students who utilize distance education via ITV or web-based instruction with the same individualized support as students in face-to-face classes. The application, orientation, registration, and financial aid services are accessible online to students, and they only need to visit a campus Matriculation Office for assessment and counseling services. Moreover, distance education provides on-campus and online orientations prior to start
of classes to review the instructional platform (Moodle), log-on procedures and syllabus. Students evaluate their online classes online and provide recommendations for how to improve the course delivery system. [IIB.32]

Student registration to use Moodle is now integrated with the process for registering for the class itself. As mentioned in Standard IIA the college is piloting a move to Etudes in spring 2012 with total implementation to Etudes by fall 2012. [IIB.32]

Students taking online classes are able to complete all major admissions (i.e. applying for admission, registering for classes, transcript requests) and financial aid steps (applying for financial aid, checking financial aid status, selecting financial aid disbursement method) online. Each of these offices has Frequently Asked Questions areas on their web-pages and staff is available to provide assistance via telephone. While assessment testing is not available online, there is an online outline of the Matriculation process and a web-page with orientation information available regarding LASC programs, policies and procedures, and support services. For students who need support beyond these basic areas, most other Student Services offices offer online resources (program application forms, academic accommodation request forms, useful links) and telephone and/or email contact information. [IIB.29], [IIB.32]

A college representative from the office of Bridges to Success provides registration assistance to students in non-credit off-site courses. This allows students to enroll without visiting the campus. [IIB.21]

Students can order and pay for transcripts online via the district Student Information System, by mail using a form available on the college website, or in person. [IIB.29]

The improvement of Wi-Fi capability on campus has facilitated students’ access to the college’s computer network and encouraged students to submit the FAFSA online. In response to the high demand for one-on-one financial aid computer assistance, the FAO increased service hours at the Registration/Financial Aid computer in the office. [IIB.6]

The Financial Aid Office (FAO) assists students in obtaining financial support for their studies, an important service in the LASC Service Area, where the median family income of $27,273 is significantly lower than the median family income for Los Angeles County ($42,189) and the State of California ($47,288). The U.S. Department of Education and the California Student Aid Commission have directed the FAO to administer Title 4, and the State Chancellor’s Office has authorized it to administer state-based funds. The US Department of Education and the CSAC have authorized the FAO to administer Pell Grants, Federal Family Education Loans (Stafford Loans), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Cal-Grants, BOGG Fee Waivers, and LASC Grants. [IIB.6], [IIB.56]

In order to take out a federal loan, students must meet with FAO staff and participate in an orientation session. Students learn about their accountability and the ramifications of default, as well as budgeting strategies. The FAO participates regularly in a number of outreach and recruitment events, including Cash for College, Financial Aid Awareness Day, and workshops for incoming students and their families about the financial aid application process. FAO
encourages students to submit the Free Application for Federal Student Financial Aid (FAFSA) online. In early March, students who receive assistance with FAFSA or verify they have submitted it receive a ticket for a free In-N-Out Hamburger and beverage. Additionally, the FAO staff reminds students to meet with a Counselor for Educational Plan and to follow the matriculation process, providing them with a “New Student Information” sheet listing the steps to enroll in classes and receive services. [IIB.6], [IIB.29]

Since fall of 2010, students have received financial aid disbursements via the myLACCDcard from Higher One. The District partnered with Higher One, Inc., a financial services company focused solely on higher education, to set up this disbursement method. The myLACCDcard provides LASC students with increased choice when it comes to receiving their financial aid or school disbursements, including the preferred "Easy Refund" method—the fastest and easiest way for students to gain access to their financial aid money—literally the same day the district releases it. Higher One information is posted on LASC’s FAO and the district website. [IIB.6]

The Student Health Center provides access to first aid, health assessment, health counseling, health referrals, health information, and TB screening three days a week. [IIB.8]

For students who are enrolled in LASC classes offered off-site, such as at local high schools, the college offers the following services:

- Enrollment assistance that allows students to enroll in off-site credit classes without needing to visit the campus [IIB.33]
- College Orientation, including information on dropping courses, campus deadlines, how to access the online student information system, an overview of support services available to all enrolled students, and a copy of the presentation and contact list for future reference [IIB.33]
- Visits to Campus for students enrolled in off-site classes, transportation in some instances, a campus tour including a library orientation, and an overview of services for enrolled students and encouragement to visit the campus at other times [IIB.33]
- Remote access to Online Library Resources, a list of passwords and IDs needed to remotely access library databases available to all LASC students [IIB.33]

All students are provided information regarding on-campus educational programs and resources [IIB.33]

In addition to these off-site services, LASC offers the following services to students enrolled in non-credit off-site classes:

- CASAS tests assess a student’s skill levels needed for success in the workplace, community, and family; the tests help establish measurable goals, document learner outcomes, and reflect program impact to students.
- Campus Visits - Off-Site non-credit students are encouraged to visit campus and attend bilingual college orientation sessions, process campus IDs, and receive campus tours. Special arrangements are made to have the assessment office open to process IDs during scheduled Off-Site visits. [IIB.21]
The International Student Services (ISS) Office at Los Angeles Southwest College provides information and support services to approximately 40 international students, as well as coordinating study opportunities to LASC students and faculty. International students interested in studying at LASC’s campus may receive help with their applications and visa procurement, while current on-campus international students receive support through an array of on-site student services. [IIB.24], [IIB.11]

The Disabled Student Programs and Services (DSPS) office facilitates the registration and enrollment processes and offers other assistance to enable students to succeed in college. Students have access to a state-of-the-art computer laboratory, tutoring, and special arrangements for testing. In addition, DSPS students receive referrals to the California State Department of Rehabilitation for additional assessment, counseling, and financial assistance. [IIB.18]

**SELF-EVALUATION:**

Students receive increasing services online which save time and money for them and the college. This puts new demands on the college. The college website needs to provide up-to-the-minute information about programs and services, including all materials that are available in person (such as the registration check sheet). Keeping this information accessible and complete is a challenge; at some point, the college must implement an online counseling and assessment system. For these reason students services and support personnel are currently reviewing software for online counseling (and tutoring), as well as linkages to general counseling; this will enhance the college’s online services to online students.

Students are using the online services over the free campus Wi-Fi and from off campus. They have responded positively to text reminders. For example, fewer students are having issues with the last date to drop a class, compared to periods before the reminders. Each semester, there are two registration deadlines pertaining to students dropping classes: (1) Drop Deadline with Full Refund or No Fees (typically the 2nd week of classes) and (2) Deadline to Drop a Class and Receive a ‘W’ (Withdrawal) on transcript (usually about a month before semester’s end). If a student does not drop a class by (2), s/he will receive a grade in the class, even a failing grade. [IIB.27], [IIB.29]

In 2010-11, outreach specialists made over 7,634 recruitment contacts with prospective students through presentations. The outreach specialist maintains documentation on students who have demonstrated interest in attending LASC, inquiries about the college, and high school information. The outreach staff addresses the needs of students and school staff during their presentations and strengthens students’ engagement with the college. Through these and other initiatives over the last three years, the Outreach Program has provided information and college-going support to over 23,000 area high school students. The outreach office collaborates with various programs on campus to ensure incoming students are informed of campus resources. They offer on-campus tours and interviews and solicit information on high school students’ needs through a variety of contacts, including having high school and existing college students complete questionnaires. [IIB.34]
There are many other services the college provides students; for example, the Career Center provides support for resume writing, job searches, cover letters, job interview tips, job recruitment sessions, job development sessions, and job readiness sessions. One-on-one intake interviews provide for more detailed assistance, i.e. specific information to determine needs. The Career Center will improve its services by utilizing more electronic services for distance education students who could then have online assistance with job resume building, job searchers, etc. [IIB.35]

Each program assesses whether students are benefiting from the services, evaluating students’ progress through Student Learning Outcomes, program objectives, state and federally mandated performance reporting, and other record keeping. Standards II.B.1 and II.B.4 outline examples of improvements made as a result of program review and SLO assessment. Programs also use point-of-service surveys to analyze and adjust services when necessary. Some examples of improvements made as a result of survey analysis are as follows:

- Outreach & Recruitment noted that 16% of high school Counselors rated their presentations to students as a 7 or lower on a scale of ten, and planned presentation improvements based on this feedback. [IIB.2]
- The Matriculation/Assessment Center noted significant decreases in students satisfied with the number of staff and the amount of office hours and requested additional personnel. [IIB.2]
- Educational Talent Search noted a lower-than-desired satisfaction rating with the career preparation aspect of its program and created a program objective relating to students enrolling in the Tech Prep program at the college. [IIB.3]
- Upward Bound noted that only 78% of survey respondents indicated they Strongly Agree or Agree that Saturday Academies have been helpful. Although the rate of satisfaction is increasing incrementally, budget constraints have limited the ways in which the program incentivizes student participation on Saturdays by limiting field trips, college visits, and cultural activities, things which, in the past, have been significantly responsible for the positive relationship between the program and student satisfaction. Upward Bound created a program objective to increase after school programs on multiple days throughout the week and to then assess levels of satisfaction. [IIB.3]

In addition, several programs (i.e. TRIO STEM, TRIO Scholars) purchased a deluxe version of an online survey tool (Survey Monkey) so that students will be able to provide the program with comments that will then be assessed and discussed by staff during monthly meetings. As noted in Standard II.B.1, many Student Services offices revised their point-of-service student satisfaction surveys to provide more reliable feedback and to address the specific services delivered by the program. During the fall 2010 and spring 2011 semesters, at least eight Student Services offices implemented revised surveys and/or survey procedures. These procedures will allow for continuous improvement measures and ensure the programs are addressing students’ concerns and recommendations. [IIB.22]

In fall 2011 FAO at LASC implemented a numbering system called “Fast Track” to make it more convenient for students to meet with a Financial Aid staff member or submit forms. Students
operate a touch-screen and receive a fast track number with approximate time of appointment. Students do not need to wait in the office for the appointment. This should save students a long wait in the FAO and provide a more efficient scheduling system. In addition, Admissions and Records will pilot the use of visitor counters on FAQ web pages to quantify major student concerns as a way of assessing the number of students that are using the webpage and improving the site. The college is in the process of research implementation of online counseling and assessment components. [IIB.6]

Both off-site and online services, such as those offered through Outreach and Recruitment and Bridges to Success, are evaluated through regular program review and Survey procedures. For other off-site classes such as contract education or those held at local high schools, they are visited by evaluating faculty members in the same way that on-site face to face classes are observed and evaluated. As stated in IIB.1 “While several Student Services offices include analysis of their online student services within the annual non-instructional program review process (i.e. Admissions & Records, International Student Services), others do not. Each office and the Office of Student Services can better ensure that assessment of online student services is incorporated into non-instructional program review.”

**PLANNING AGENDA:**

- None

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**DESCRIPTIVE SUMMARY:**

Across campus, Los Angeles Southwest College faculty, staff and administrators encourage student development along personal and civic lines. In addition to college, department and individual efforts, the work of the Associated Students Organization (ASO) provides students with opportunities to engage in the campus and the world.

The ASO has two critical roles. First, it represents all students; through ASO, students participate in the governance of the college and the district. They elect their officers who represent them on committees and other shared-governance bodies. The weekly meetings of the ASO are open to the campus. Much of the discussion at these meetings is how ASO can best address student issues and increase involvement. [IIB.36], [IIB.37]

The other key role is that ASO officers, under the guidance of the dean, oversee the ASO budget, which is allocated to activities supporting the health, convenience, and general welfare of the student body in accordance with board policies, rules, and regulations. The ASO supports publications, assemblies, awards, student services, clubs and social activities. [IIB.37]

ASO organizes campus events to encourage student involvement on a personal and civic level. Among the many recent events are the following:
- Staff vs Student Basketball Game on April 7, 2011
- Haiti Relief on February 8, 2010
- Cinco de Mayo event on May 5th, 2010
- ASO Co-Ed Soccer Game held on October 18, 2011
- ASO Board Members attended the Fall Student Senate General Assembly held on November 4-6, 2011 at the Doubletree by Hilton San Jose. Four ASO Board Members attended
- ASO will offer three $500 scholarships in the fall semester to LASC students as well and three $500 scholarships in the spring semester. This is part of a collaboration with a local business
- ASO Holiday Celebration on December 8, 2011
- ASO and the Latino Employee Association collaborated in the opening ceremonies for 2011 Hispanic Heritage Month

The ASO encourages students to form clubs. As of fall 2011, it sponsors 14 clubs and organizations:
- Future Nurses of America
- Campus Connection
- The Single Parent Connection
- National Society of Collegiate Scholars (NSCS)
- The LASC Entrepreneur Club
- Student Ambassadors
- Making A Difference in Education (formerly AFT Club)
- Phi Theta Kappa (Beta Pi Omega Chapter)
- Black Student Union
- Hip Hop Congress
- International Culture Club
- Anointed Students 4 Christ
- Students Against Alcohol and Drug Addiction (SADDA)
- Cheer Leaders

The Black Student Union, Hip Hop Congress, Students United Against Drug Abuse, and Anointed Students 4 Christ focus on community service, cultural identity and awareness, and political and social involvement. The honors clubs, including Phi Theta Kappa and the National Society of Collegiate Scholars, promote leadership, scholarship, fellowship, and service on campus and in the community. Each year, the Phi Theta Kappa (Beta Pi Omega) Honors Club plans activities that support the national honors topic. Phi Theta Kappa hosted its Annual Induction Ceremony on May 25th, 2011. 15 new Phi Theta Kappa members were inducted. The presenter was Dr. Juan Astorga from Mt. San Antonio College who presented “My personal journey as a scholar.” This event was attended by over 150 faculty, staff, parents, and students. [IIB.38], [IIB.11]

Faculty, staff and administration offer students other opportunities for involvement. The college president regularly conducts Student Town Hall Meetings to inform students directly about
important topics such as the budget and curriculum changes, and to solicit their suggestions. Campus-wide discussion about the need for student engagement led the Academic Senate to call for the creation of a College Hour. Beginning in fall 2011, very few classes are scheduled between 11:00 am and 12:30 pm on Tuesdays and Thursdays so that faculty and students are free to get involved with campus committees and activities together. The college will move to no classes during these times in the next semesters. [IIB.39]

LASC’s nationally-recognized Theatre Department hosts 2-3 student performances each semester. Sociology faculty sponsor the Hip Hop Congress club to encourage the celebration of contemporary music as a form of social change and expression of free speech. Hip Hop Congress organizes Poetry Slams, guest speakers, and a one day Hip Hop Summit on campus. The English Department established an online newsletter called “The Word,” an online creative writing journal called “The Truth,” and organizes an annual poetry competition. [IIB.39]

In cooperation with Mount Saint Mary’s College and the research division of the USC Rossier School of Education, the district participates in the Prevention of Campus Violence programs funded by the Department of Justice. These Programs strive to prevent campus relationship violence, domestic violence, date rape and stalking. Los Angeles Southwest College has established a campus response team called Healthy Advocacy Response Team (HART) to develop special programs and to provide assistance to victims of sexual and/or domestic violence. HART organizes events such as:
- Domestic Violence Awareness
- Denim Week Activities
- Women’s Self Defense Workshop
- Stalking Awareness
[IIB.87], [IIB.11]

SELF-EVALUATION:

The campus community feels that there is great educational value in providing a vibrant campus environment that engages students, staff, and faculty together, especially given the very diverse nature of LASC’s student body. Research has demonstrated that students who connect with college life outside the classroom are more likely to persevere to reach their goals than those for whom college consists mainly of a series of courses (Vincent Tinto, 2007).

The fall 2009 Student Survey asked students about their engagement with on-campus cultural and educational activities, as well as engagement with faculty outside of the classroom. The survey shows a need to improve student engagement. For example, when asked if they:

- Attended a college sporting event, theatre production, cultural event, or musical, 34.3% indicated Yes (691 respondents), 59.6% - indicated No (1,565 respondents)

- Attended a college club meeting, 14.4% - indicated Yes (357 respondents), 77.6% - indicated No (1,524 respondents)
With over 70% female students and many of these single parents, participation in college events may be difficult for many students. The new College Hour may help increase participation by setting aside time during daytime classes for student clubs, events, etc. [IIB.57], [IIB.58]

The college is also committed to student development of personal and civil responsibility as demonstrated in its Institutional Student Learning Outcome (ISLO) “Social Responsibility.” The SLO Committee is in the process of assessing this SLO using embedded SLOs in courses like Anthropology, Sociology, Political Science, and Psychology, as well as through ASO, International Students, and AFT internships.

**PLANNING AGENDA:**

- None

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College provides counseling services in multiple areas: in general counseling; through various categorical and specially funded programs such as EOPS, CARE, CalWORKs, Disabled Students Programs and Services (DSPS), Matriculation, Puente, International students, and TRIO Student Support Services; and through other grant-funded programs such as the Passages Program and Nursing. Counselors provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, and career advancement. Across the campus, Spanish-speaking counselors assist a growing Latino student population. [IIB.40]

The EOP&S/CARE Program works closely with General Counseling and the Transfer and Career Centers to provide comprehensive, “above-and-beyond” support to academically under-prepared and under-represented students. In addition to outreach, orientation, and registration services, program participants receive mandatory counseling, guidance, and academic advising. In response to the budget cuts to categorical programs since 2008, EOP&S has refocused on core services such as counseling, tutoring in mathematics, student success workshops and limited book vouchers. [IIB.41]

Disabled Students Programs and Services (DSPS) provide academic, career and personal counseling to students who qualify for its services. [IIB.18]

The Matriculation Office provides all needed information and policies to students regarding the LASC matriculation process. This includes academic and career assessment, placement recommendations, and class selection advisement. To support students while in attendance at LASC, the Matriculation Office coordinates the New Student Orientation and provides referrals to appropriate student support services. [IIB.4]
The Matriculation Office guides students towards the goals they set for themselves at LASC. It provides assessment of students’ English and math skills to help determine which classes are appropriate for them. After receiving assessment results, students participate in a New Student Orientation session. Matriculation then refers students to counseling. [IIB.4]

The Counseling Center is open four days a week during the academic year, and four Saturdays during periods of peak demand. For example, in fall 2011, these offices were open three Saturdays in September from 8:00am to 1:00pm. The categorical and grant funded programs are open five days a week throughout the academic year. [IIB.40]

Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, supporting the college mission in the areas of open access, transfer, and career advancement. In addition to general counseling, counselors serve students through EOP&S, TRIO, the Transfer Center, Matriculation, and International Students. These counselors meet together regularly to coordinate activities, develop and assess its counseling strategies, and provide a forum for greater coordination between all counseling components. In the spring 2011, Admissions and Counseling resumed orientations for new students. (See also Standard III.B.3.c.) [IIB.29], [IIB.4], [IIB.40], [IIB.41], [IIB.17]

Counselors help students develop academic plans. The college counseling services assist the student in making career choices and in selecting classes that lead to a chosen career. Thirteen full-time and six part-time counselors have individual assignments in the counseling office, GAIN/CalWORKs office, TRIO office, CARE, EOPS, DSPS, Matriculation, Transfer Center, or the academic affairs office. These offices give students (depending on the programs they are participating in) educational advisement, assistance in selecting majors, transfer information, and counseling to deal with personal crises. Counselors have developed expertise in the specific requirements for their programs. Counselors also provide valuable psychological support. [IIB.78], [IIB.80], [IIB.81], [IIB.83]

The counseling department takes the lead in training counselors and in planning and evaluating all counseling services. The department chair holds monthly counseling meetings which each counselor is required to attend, including those in all the programs and departments that house counseling: general counseling, Matriculation, TRIO, EOPS, CalWORKs, and DSPS. At these meetings, counselors and staff discuss all topics relating to counseling and to engage in dialogue with other invited campus officials. The agenda always includes evaluation, methodologies, and best practices from the campus, the district and beyond. The goal is to facilitate a more responsive learning environment for students. The monthly counseling meetings are key to the continuing training of all counselors as they share information and resources. During these meetings, they review trends, policy issues, student assessments and changes in IGETC/CSU Certification, as well as any changes in academic programs at LASC. Counselors report on what they learn from attending conferences. For example, some faculty have received training on the new SB 1440 which deals with the articulation of degrees with CSUs. Online training for implementation of the TCMs is available through the California Community College Chancellor’s Office. [IIB.42]
Since the district does not provide training for new and continuing counselors, each campus must provide its own structured training. At LASC, new counselors shadow experienced counselors and receive mentoring. In addition, the chair trains each counselor through individual consultations. Counselors participate in FLEX Day, which provides information and training on topics such as SLOs and the Achieving the Dream Initiative. Peers and supervisors regularly evaluate all counselors according to the provisions of the LACCD/AFT Faculty Guild contract. [IIB.40], [IIB.42], [[IIB.45], [IIB.47]

Counselors also attend conferences, in-service trainings, and regional meetings for their respective areas. Examples of the many conferences, trainings, and meetings attended by counselors can be found in each department’s program reviews and several examples are as follows: CalWORKs staff and counselors attended the LAC-5 CalWORKs Conference; the DSPS Coordinator and Counselor attended various disability-related conferences and trainings; EOPS/CARE counselor attended the California Community College EOPS Association Conference (CCCEOPSA); the Transfer Center Coordinator attended CSU and UC conferences as well as Region 7 Transfer Counselor meetings; Puente Counselor attended PUENTE Conference; and the TRIO Scholars Coordinator/Counselor attended the Association of California Community College Administrators (ACCCA) Conference as well as CSU Community College Counselors Conference, USC Counselor Conference, and CSUDH Counselor Conference. [IIB.42], [IIB.2]

In personal development courses, counselors cover student mastery of key material such as the transfer process and financial aid and graduation requirements. All programs providing counseling use point-of-contact surveys to assess the quality of their service delivery and progress toward meeting SLOs. The counseling department tracks student satisfaction and engagement through point-of-contact surveys that students are asked to complete after meeting with a counselor in any office. Each semester the general counseling office evaluates its counseling and academic advising as a whole by surveying its students. For example, there are two different surveys used by the General Counseling Office. [IIB.59]

1) The Counseling Office Survey, which is a point-of-service survey about the general functioning of the Counseling Office (e.g. Was the front desk staff helpful and professional? Was your appointment kept and on-time?) There are some questions about the quality of counseling, etc., but this is more for general information about satisfaction with the services after a student visits the office. This survey is distributed at the front desk of the office and is reviewed and used yearly for program review. Survey results and analyses are incorporated into the NIPR for the Counseling Office and have resulted in, for example, objectives relating to hiring additional counselors to stabilize the number of students on Academic & Progress Probation and to deal with student complaints regarding long lines and wait times. [IIB.22], [IIB.2], [IIB.3]

2) The Student Evaluation of Counselor survey is distributed on an individual basis to students for each individual counselor. These surveys ask multiple-choice and open-ended questions about the specific counselor who helped the students. Results from this survey are not used for program review but are used by the counseling chair for evaluation of counselors. Adjunct counselors have these surveys reviewed every year by the chair, and tenure/tenure-track counselors have them reviewed for both their basic review, three years after the start date, and for their...
comprehensive review, six years after the start date. After the first comprehensive review, reviews alternate between basic and comprehensive every three years after that. [IIB.45]

Each student services office with counselors has its individual point-of-service survey, but the Student Evaluation of Counselor survey is used for all counselors, no matter whether they are housed in general Counseling, EOPS, DSPS, etc. [IIB.22], [IIB.45], [IIB.47]

**SELF-EVALUATION:**

LASC offers accessible and quality advising through its Counseling Department and through the various departments that offer counseling. Students are able to receive counseling services from a variety of sources and to meet with counselors within their specific service programs. Each office that offers counseling distributes and evaluates its own point-of-service surveys which contain items relevant to overall counseling satisfaction. The counselor-specific Student Evaluation of Counselor survey is also distributed to students on an individual basis after a counseling session. The Counseling Department Chair uses results from this survey as part of the evaluation stipulated by the LACCD/AFT Faculty Guild contract. Any needed improvements are made as a part of this process.

Counseling and academic advising seeks to enhance student development and success by using student evaluations, as well as in the chair/peer evaluations of counselors. For example, some items within the student evaluations of counselors cover such topics as whether the counselor was helpful in seeking solutions to the student’s problems, clear about options and suggested ways to get additional information, offered clear and concise information regarding transfer requirements to colleges and universities, provided the student with clear and concise information regarding entrance and graduation requirements for career and certification requirements, etc.

**PLANNING AGENDA:**

- None

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College has developed an array of practices, programs, and services that promote student understanding and appreciation of diversity.

The college offers a plethora of courses and academic programs that serve to enhance students’ understanding of diversity. For example, all A.A. and A.S. degrees include an ethnic/multicultural studies requirement that can currently be satisfied by taking one of several courses in such disciplines as varied as anthropology, art history, business, early childhood education, history, and theatre arts. The anthropology discipline, in particular, has developed courses and activities that promote cultural understanding and a progressive learning environment. [IIB.26]
In Anthropology 102 (Human Ways of Life), students complete a "mini-ethnography" project in which they must research and observe at first hand and analyze an area of public life in Los Angeles; students have studied Los Angeles entities such as the county services building, malls or other stores, the public transportation system, and public parks. Students in this class are also required to learn about other ways of life by interviewing someone else about their family/kinship system and attending and writing a description of an unfamiliar religious ritual.

In Anthropology 133 (Peoples and Cultures of Africa), students visit a local site that serves African immigrants; this can be a restaurant, grocery store, cultural, or religious event. Students also keep a current event journal on news in Africa.

In summer 2011, Anthropology 102 included the option of a study-abroad component with two weeks in Seville, Spain.

The college Diversity Committee coordinates various cultural celebrations on campus to encourage cohesiveness and cultural understanding. Faculty, staff, administrators, and students serve on the committee, which works with departments and programs across campus to plan events such as commemoration of Black History Month, Cesar Chavez week, Cinco de Mayo, Latino Heritage, Women’s month, and numerous smaller events. The committee has organized events in conjunction with various departments or programs such as Puente, Latino Employee Association, ASO, and academic departments. [IIB.48]

For example, activities organized by Puente for the campus community in 2010-2011 included:

- Cesar Chavez Week
  - March 28, 2011 – Guest Speaker Susan Philips – “In the Heart of Another: Immigration Women Tell Their Stories
  - March 29, 2011 – Spoken Word with Matt Sedillo
  - March 30, 2011 – A Conversation with Community Organizer Victor Griego of Diverse Strategies for Organizing
  - April 1, 2011 – Day of Service: Volunteer at the Union Rescue Mission

- Chicano Secret Service – Theatre Group on October 15, 2010

- Latino Author Series
  - Alex Padilla on October 1, 2010
  - Reyna Grande on October 8, 2010
  - Alex Espinoza on October 15, 2010
  - Danny Boyle Herrera “Mi Revolution” in February 2010

The Latino Employee Association (LEA) of Los Angeles Southwest College consists of college employees committed to ensuring opportunities for the expression of opinions at the campus level and to assuring a greater understanding and inclusivity of Latino issues. The LEA also works with the ASO, and the Latino Student Organization to organize events. The LEA also developed a “Latino Outreach Plan” intended to augment the campus plan to specifically target the area’s Latino/Hispanic population. LEA’s outreach plan overlaps with the LASC plan and adds a number of additional items. [IIB.50]

For example, the following activities were sponsored by LEA during 2009-2011:
• Cinco de Mayo – May 5, 2010 – mariachi and speakers
• Chicano Secret Service – theatre group on October 15, 2010
• Latino Soy – Celebration of Latino Cultures
• La Taquiza Event to help raise funds for Latino Student Organization on October 7, 2009
• Chili’s Fundraiser to help support Latino events such as Latino Soy and LASA on April 20, 2009
• Dia de Los Muertos display from October 31 to November 2
• Applied for a Latina leadership grant intended to foster and promote leadership development among first generation Latina students at Los Angeles Southwest College [IIB.50]

LEA also sponsors the Hispanic Heritage Month (HHM) activities during the national celebration of Hispanic heritage and achievements. For example, the following events were held for the 2011 Hispanic Heritage Month:
• Opening Program with Salsa Dancing
• “The Immigrant Experience” Panel Presentation
• Papel Picado craft-making
• Mexican Loteria
• Student Services Building decorations (flags, banners, etc.) [IIB.11], [IIB.49], [IIB.50], [IIB.51]

In addition, Spanish-language flyers are hung around campus by various groups. A group representing LASC departments that are on the front lines with students and community members from Academic Affairs, Bridges to Success, Student Services, Public Relations, and Outreach & Recruitment met to determine what LASC information and features to include in La Opinion, a Los Angeles Spanish-language newspaper. Our college was featured in a 2009 education-focused supplement [IIB.51]

The Sister to Hermana Program is a monthly speaker series geared to empower women at Los Angeles Southwest College. Topics have included relationships, money management, college success and successful women in business. Women from professional fields are invited to present for the women and provide advice on success in college and beyond. [IIB.51]

The International Students Office sponsors educational and inter-cultural programs to expose students to the diversity of Los Angeles. Some recent activities include:
• Beach Day on April 16th, 2011
• Soul to Soles – Event to donate shoes for underdeveloped nations
• Allah Made Me Funny on February 23, 2011
• Cultural Dance Day on May 18, 2011
• Viewing and Discussion of “Waiting for Superman” on March 21, 2011
• China in LA day on May 20, 2011 [IIB.24], [IIB.11]
The office of Student Services leads the effort to offer the experience of various cultures, working with student government, student clubs, and the Student Services programs such as the International Students Office.

On March 10th and 11th of 2011, at least 32 LASC students, faculty, and staff attended the 4th Annual African-American Male Summit at the Los Angeles Airport Marriott. With a theme of “Reaching Out and Giving Back: The Blueprint for Successfully Educating African-American Men,” the conference challenged attendees to encourage the success of African-American male students. This conference was co-sponsored by LASC and A2Mend, which organized and carried out the event. The college president keynoted the Summit and focused his discussion on African-American male success. [IIB.11]

The Passage Program funded student attendance at the 4th Annual African-American Male Summit. The Passage Program took 14 male students of color on a counseling and academic retreat in July 2011. In addition, the Passage Program brought William Young - actor, director, and NAACP Outstanding Social Achievement Award winner – to campus in May 2011 to speak to program participants about college success. In October 2011, the Passage Program took a group of participants on a field trip to local universities.

The political science discipline brings speakers to campus in a series called “Courageous Conversations” that tackles contentious social, political, and gender issues. Topics have included ballot measures and a Gay Marriage Initiative called “Gay is the New Black” in September 2010. Also in September 2010, the theatre department conducted a performance of “Courageous Conversations” that dealt with students expressing their personal hardships in obtaining a college degree.

The Music Department hosts monthly “Jam Sessions” which invites community musicians to share the stage with LASC student musicians and to jam to various types of musical genres.) [IIB.52]

The English department sponsors an online newspaper called THE WORD, which addresses issues of politics, society, and diversity. [IIB.53]

Perhaps the most effective tool to encourage the appreciation of diversity at LASC is contemporary poetry and related music. The student club, Hip Hop Congress, celebrates the power of music as a movement for social change and cultural identity. The club, along with the LASC Poetry Collective, supports the annual “Say the Word” event. Sponsored by the English and counseling departments, this all-day event celebrates scholarship and student achievements, recognizes success in literacy, and reaches out to the local community to position LASC as a community center for engagement with current events, social issues, scholarship, and literary arts. [IIB.54]

The English department has a CD compilation and book based on the poetry from this event. Donations from LASC faculty and staff, community residents, and businesses contribute to this annual event. [IIB.53] In 2011, “Say the Word” kicked off a three day Hip-Hop Congress national conference. This year’s event included: an activism and social justice fair, the literary
guest speaker Michael Datcher, a slam poetry performance by Rodzilla the Blackademic, a book sale, awards for LASC’s essay and poetry writing competition, student poetry readings, poet Matt Sedillo, live music, a delicious BBQ, a taco cart, a poetry slam competition, DJs and a student-created multimedia visual display on the history and culture of South Los Angeles. [IIB.54]

The Associated Student Organization (ASO) and other student driven programs provide artistic avenues, athletic opportunities, and leadership training for our students. Continuing student clubs include: Making a Difference in Education Club, LASC Cheerleaders, Black Student Union, Students Against Alcohol and Drug Addiction, International Culture Club, Hip Hop Congress, and Phi Theta Kappa Honor Society. New clubs for the 2011-12 academic year include: Future Nurses of America, The Single Parent Connection, LASC Entrepreneur Club, and National Society of Collegiate Scholars. Every program works in unity with the student’s opportunity to learn in a supportive environment. In fall 2011, the ASO and the Latino Employee Association organize the Hispanic Heritage Month celebration, a month-long event series including dance performances, craft workshops, panel discussions, and speakers. [IIB.36]

**SELF-EVALUATION:**

The results of the Community College Survey of Student Engagement (CCSSE) 2010 Benchmark Summary Report indicate the college is on the right track in encouraging interaction and understanding of diversity on campus. When asked to assess how much the college “encourages contact among students from different economic, social, and racial or ethnic backgrounds,” 60% said “very much” or “quite a bit.” [IIB.46]

LASC faculty believe that students who are exposed to dynamic, exciting performances by authors and poets are motivated to pursue literacy and mastery of spoken and written language; “Say The Word” provides this opportunity, culminating with opportunities for students to perform their work on our stage. The college has frequently awarded small cash prizes at “Say the Word.” Students often cry when they are recognized; this is a validating and life-changing experience that is really not about the money. For students who live in a community stricken by poverty and who may be deprived of high-quality education choices this sort of recognition is something special. Combined with the opportunity to publish their work in the annual anthology, “Say the Word” validates their place in higher education and in the world of academia in ways that often lead to life-changing decisions to become writers or to pursue their education beyond community college.

In fall 2011, the campus SLO coordinator worked with student services to assess ISLO 4. ISLO 4 deals with responsible citizenship and valuing diversity. LASC student are expected to be able to demonstrate sensitivity to and respect for others and participate actively in group and civic decision making. The assessment of SLO 4 will be evaluated to develop interventions for improvement in spring 2012. These interventions will be implemented in fall 2012.

**PLANNING AGENDA:**

- None
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY:

Through its matriculation office, Los Angeles Southwest College uses the College Board’s Accuplacer to recommend placement of students in English and mathematics classes. College Board Research and Development regularly performs a Differential Item Functioning (DIF) analysis to ensure that items on the Accuplacer tests are not culturally biased. A DIF analysis matches students by ability as indicated by total test performance and then compares the proportion of examinees by subgroup membership answering each individual item correctly or incorrectly. In a DIF analysis, traditional gender and ethnicity subgroups are studied with the male subgroup as the reference group and female as the focal group, or white as the reference group and all other subgroups considered separately as the focal groups. The underlying theory is that students of equal ability should answer individual questions similarly in terms of correctness regardless of subgroup. Where significant differences exist between subgroups on an individual item it is likely that the item is advantaging or disadvantaging students on the basis of group membership and further review is needed to determine the cause of the potential bias. Item bias is identified to be either negligible, moderate, or severe and items with severe DIF are removed from the test while items of moderate DIF are extensively reviewed and may also be removed from the test depending on the identified cause of the DIF. DIF analyses are sensitive to sample size of the reference and focal subgroup populations and items are only removed when the sample sizes are sufficient to support the finding of DIF.

The College Board’s in-house test development staff also takes great care in the item development and review stages to identify items that are potentially unfair to certain groups or raise sensitivity concerns. College Board staff test-developers, the majority of whom have received formal training in fairness and sensitivity, reviewed every item on each of the nine Accuplacer tests in 2008 and eliminated all items that were judged to have possible fairness or sensitivity problems. Additionally, when College Board staff developed over one thousand new items for the Accuplacer Diagnostic tests in 2008-09, all items were specifically checked for fairness or sensitivity. Finally, many Accuplacer tests include “Content Diversity” constraints that govern the item-selection algorithm: for example, each item in the Accuplacer Reading Comprehension test that discusses a person or persons is coded for gender and race of the individuals mentioned, and the constraints ensure that each student’s test contains the same makeup of test items, balanced for diversity.

The college validates cut scores every six years, following the 12 steps in the CCCCO guidelines. The last review took place in spring 2009. These cut scores were then used starting with the summer session of 2009. Those steps included the following:

1. The matriculation coordinator identified the purpose and goals of the cut-score study.
2. The college researcher provided relevant data and training to faculty using the CCCCO guidelines regarding the appropriate method for setting cut scores.
3. The college researcher enlisted two panels, one of math and one of English faculty.
4. Each panel wrote performance-level descriptors.
5. The college researcher trained the panelists on the selected cut-score method.
6. The college researcher trained the panelists on the content standards and assessment(s) to which the cut score would be applied.
7. The college researcher compiled item ratings or holistic judgments from the panelists to use to calculate cut scores.
8. The college researcher conducted discussions with each panel regarding the judgments and resulting cut score(s).
9. The college researcher presented consequences or impact data to the panel.
10. The college researcher conducted a panelist evaluation of the process and their level of confidence in the resulting cut score(s).
11. The college researcher compiled technical documentation to support the validity of the process for setting cut score(s).
12. The discipline faculty, matriculation coordinator, and college researcher discussed and collaborated on adjusting the cut scores based on data and evidence collected.

The Matriculation office administers the Ability to Benefit Test. The Ability to Benefit Test is used for students who do not have a high school diploma and who want to qualify for Financial Aid. The test uses questions in reading comprehension, sentences, and arithmetic. The test is not used to place students in classes. [IIB.4]

**SELF-EVALUATION:**

By using reputable vendors and verifying their claims for fairness, the college assures that its placement tests are as free from bias as possible. In addition, California law on determining course prerequisites and co-requisites requires that the college demonstrates the validity of such requirements. The college adheres to the six-year cycle of course review that keeps validations up-to-date.

**PLANNING AGENDA:**

- None

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College maintains student records in accord with district board rules and state and federal regulations which assure secure access with proper provisions for confidentiality. The catalog includes FERPA notification twice: once under “District Policies” and again under “Student Rights and Privacy Policy”. [IIB.60], [IIB.61]
Students may access their records in person only with proper photo identification. The district limits access to online records through a login system requiring the student identification number and a password. [IIB.6]

The dean of student services controls employee access to student information through security classifications appropriate to the individual’s job duties. All access requires an individual employee password, which employees change regularly. The College Catalog contains updated FERPA regulations. [IIB.26]

All central and critical data is backed up at the LACCD district office via ISE Media Software. The three major application groups supported by the central IT department are: 1) Student records, including online registration and online grade maintenance; 2) Accounting, including payroll, accounts receivables, accounts payable and human resource management; 3) Library automation, including online bibliographic and patron data. All data processing is carried out on a centrally located cluster of OpenVMS systems from Compaq. The data center is connected to all nine LACCD campuses using a frame relay network. Downtime is kept to less than one hour a month, and EnterpriseBACKUP backs up LACCD’s OpenVMS cluster: 10 machines consisting of 2 VAX and 8 ALPHA machines. ISE’s MEDIA catalog utility, part of Enterprise BACKUP, keeps track of approximately 6,000 TA90 cartridges containing application data, 600 T787 cartridges (40 Gigabytes each) of backup data. The online system is composed of 40 hard drives with 8 or 16 gigabytes each for a total of approximately 1/2 terabyte of online information. Backups are run daily, usually in the evening: incrementals are done Monday through Thursday; full backups on the weekends and database backups are run every day. [IIB.69]

A&R stores all permanent record cards, student file folders, incoming transcript requests with checks attached, and documents pending scanning in its locked vault area, accessible to A&R staff only. In October 2011, A&R activated a new, faster Docushare scanning system (replacing the old Viatron system), which is housed in the A&R office. In October 2011, A&R staff began the process of installing a new imaging system. By mid-November 2011, A&R is about 90% complete with the implementation. The next step is to train the staff. Once everyone is trained, significant progress can be made on the imaging backlog. Many documents have already been scanned into the new system, but are waiting to be indexed. It is expected that all backlog will be completed by March 2012. In addition to the scanned digital files and the LACCD data backup system, the Docushare server is backed up on Backupexec 2010 backup-to-disk using the Full and Differential method. The server backup retention time is 2 weeks. All unneeded documents containing student I.D. numbers are shredded. The staff in A&R never disposes of documentation containing student information in the campus waste bins. [IIB.70], [IIB.71]

**PLANNING AGENDA:**
- None
**Standard II.B.4:** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY:**

As described in Standard I.B, annual program reviews are Los Angeles Southwest College’s systematic means to identify student needs and evaluate how well the college meets them. Program review uses both quantitative and qualitative data to evaluate the effectiveness of programs and services and makes use of this evaluation as a basis for improvement. Student Services use the program review process to measure the extent to which institutional goals are being met, assess how program is meeting Student Learning Outcomes (SLOs), evaluate the quality of services, define new goals and objectives and highlight areas requiring additional resources to effectively meet student needs.

All student services departments and programs participate in an annual non-instructional program review process, including data-based assessment of trends within programs and the opportunity to identify high-priority resource needs and forward them for inclusion in the annual Integrated College Operating Plan through the process described in Standard III.D. The program review process begins with the collection and analysis of data including the CCSSE survey, student focus group reports, and the point-of-service surveys that all student services departments conduct. Through LASC’s participation in BRIC and Achieving the Dream (discussed in Standard I.B), faculty and staff have increased their competencies in measuring student success, which in turn strengthens program review. In addition, 15 faculty, staff, and administrators from the college attended the first LACCD-sponsored SLO Symposium in May 2011 and the college’s SLO Coordinator attended the SLO sessions at the Strengthening Student Success Conference in October 2011. [IIB.1], [IIB.74], [IIB.67], [IIB.11], [IIB.22]

Non-Instructional SLO workshops were conducted for Student Services in 2008 and 2010 by the SLO Committee. By spring 2011, each student services program had identified Student Learning Outcomes and other objectives to measure in program review. In May 2011, 14 out of 18 Student Service areas had developed two or more SLOs and 8 out 18 areas reported completed measures at that time for one or more SLOs. Due to BRIC Training and increasingly sophisticated approaches to program review and SLOs, many Student Service areas revised SLOs resulting in at least 21 new SLOs by May 2011. (More accurate SLO outcome results will be forthcoming in late Fall 2011 as part of the non-instructional program review process.) SLOs are expressed as knowledge, skills, attitudes or values, observable in an action by the student. For example, a counseling department SLO states: “Students who have previously indicated ‘Undecided’ for their major and who return for follow-up services from the Counseling Center will select or identify a major of their choice.” In module 4 of the counseling department’s program review, the related objective is, “After one year, 50% of all students who are undecided and return for follow-up services from the Counseling Center will be able to select or identify a major of their choice.” To track this, counseling will identify all students who filed Student Educational Plans without stated
majors in academic year 2011-12 and will compile data on their subsequent visits. In 2009, financial aid identified an outcome including, “students will plan more effectively and meet financial aid deadlines.” The number of students who met the March 2 priority deadline increased slightly from 28% in 2009 to 31% in 2010. To achieve improved outcomes in the future, Financial Aid plans to continue with this objective by implementing a Financial Aid Orientation Workshop, by developing a monthly schedule of in-reach activities to inform students about financial aid availability and requirements, and by requesting additional resources (2 Financial Aid Technicians, touch-screen informational kiosk, and a widescreen television to display important deadlines and messages). [IIB.75], [IIB.2], [IIB.86]

Student services programs and departments analyze the data to develop a picture of their performance, identifying emerging trends such as student demographics and their implications; progress toward achieving previously-established goals and objectives, including SLOs; and any needs for physical facilities. Program review describes staff development activities and achievements and the implications of staffing trends and ultimately identifies program weaknesses, opportunities, strengths, and challenges. Continual improvement in student support services is regularly implemented based on results of program reviews. Some examples of program improvement based on evaluations are as follows:

- As a result of new communication efforts by the Financial Aid office, the number of students who adhered to the March 2nd Financial Aid priority deadline increased from 2008-09 to 2009-10. [IIB.2]
- DSPS found new ways to reach out to faculty and students regarding student requests for timely and appropriate academic accommodations, and 61% of surveyed faculty reported that DSPS students either always or often communicate their accommodations in a timely manner. [IIB.3]
- By creating a web-page and by developing online and print resources, the International Student Program keeps international students up-to-date with continually changing federal and state regulations; between 96% and 100% of its students remained in compliance with regulations from 2007-08 to 2009-10. [IIB.3], [IIB.24]
- The International Student Office completed a 2010-11 Non-Instructional Program Review goal and developed a faculty-led study abroad program for LASC students. The first study abroad program in Spain took place in summer 2011 and the next study abroad program in Jordan will take place in summer 2012. [IIB.24]
- In spring 2011, the Puente Program (instituted in 2008 at LASC) began requiring all participating students to work with the Puente counselor and complete an Individualized Education Plan (IEP) for an AA degree and/or transfer to a 4-year university; by fall 2011, all Puente students had an (IEP) and, at that time, 12 student earned an AA degree and 9 students transferred to a university. [IIB.3]
- The LASC Upward Bound program remains up-to-date with University of California, California State University, et al. admissions regulations and conveys this information to students in its Summer Enrichment Program; from 2009-2010 to 2010-12, Upward Bound maintained a 100% college-going rate for the program’s graduating high school seniors. [IIB.3]
- TRIO Scholars has used counseling support and marketing to increase student awareness of four-year institutions that offer their majors; in 2010-11, 65% of transfer-bound TRIO
Scholars students were able to successfully identify such institutions and TRIO Scholars has set a goal of 70% for 2011-12. [IIB.3]

- After implementing an online transcript request process and after marketing this option to students, Admissions and Records met and exceeded its 2010-11 Non-Instructional Program Review objective to complete 25% of transcript requests online. [IIB.3]
- In response to program review analysis and a program review objective, The Financial Aid Office implemented mandatory Financial Aid workshops for students with “Satisfactory Progress” issues. [IIB.6]
- To meet its 2008-09 Program Review goal of 90% of “college ready” Educational Talent Search seniors applying for financial aid, Educational Talent Search provided financial aid presentations and one-on-one assistance. Parents of seniors were contacted to remind them of the application process and provided with workshops at LASC. [IIB.6]
- In response to demographic measures in its program review, the Puente Program revised its curricula to reflect an equal selection of African-American and Latino readings. [IIB.3], [IIB.62]
- In fall 2011, LASC received a five-year Department of Education grant to improve the educational outcomes of students at LASC through the Freshman Experience Project. The Project will serve 125 incoming first-year students per year. [IIB.10]

The directors of all student services programs meet monthly to discuss student success issues, collaborate on projects, and increase communication. The Student Services Retreat Committee coordinated and conducted a day-long retreat on July 21, 2011. All Student Services personnel were required to attend the retreat and participate in presentations, exercises, and small group activities to promote an understanding of the LASC community and service area. Over 92% of retreat attendees surveyed rated the presentations as Excellent or Very Good, and almost 90% of those surveyed responded that the overall experience of the retreat was Excellent or Very Good. [IIB.63], [IIB.11]

The Dean of Student Services coordinated the first publication of the Student Success Newsletter in September 2008, and three issues were published during the 2008-09 academic year. The newsletter’s goal is to keep students, faculty, and staff at LASC as well as community members informed of developments among the various Student Services programs. Publication of the newsletter was restored in September 2010 and issues are distributed monthly during fall and spring semesters via all-campus email and the LASC website. Since September 2010, the Student Success Newsletter has been expanded beyond program updates and news to also include student-centered interviews and features, articles on SLOs and other campus-level activities, and photographs of students, staff, and the LASC campus. [IIB.11]

LASC’s participation in Achieving the Dream (described in Standard I.B) has been invaluable, revealing many areas for improvement, both on the academic side and in Student Services. The college established a priority to strengthen the opportunity for incoming students to succeed through improved orientation programs, and to this end Student Services initiated the Freshman Experience Program and required New Student Orientations. The college also established a priority to strengthen the learning support services and activities for developmental English and Math students; to accomplish this; the departments took steps to increase faculty and tutorial offerings for the English Lab and to also pilot Supplemental Instruction in a number of classes. A
third intervention is slated to begin in spring 2012; it will establish a teaching learning academy where faculty will improve their pedagogy and techniques of how to teach LASC students in more effective ways. Participation in Achieving the Dream is an example of a campus-wide long-term commitment to dialogue about student success. [IIB.67]

In addition to program review, many state-mandated and grant-funded programs (such as CalWORKs, EOPS/CARE, DSPS, TRIO and Matriculation) file plans and reports with the state and federal agencies documenting their successes in meeting specific objectives. [IIB.76]

**SELF-EVALUATION:**

The process by which Student Services programs evaluate their services and use data as a basis to improve delivery of services has grown and become more sophisticated since 2008. The program review process has become more inclusive where all staff members within an office or department are directed to participate in the process rather than only the department managers. The Student Services Division has chosen to complete full annual non-instructional program reviews in order to measure progress towards program objectives and SLOs each year and to respond quickly to any issues raised by objective/SLO evaluations and/or point-of-service student surveys. Feedback for program reviews is provided by the Dean of Student Services and one or two other reviewers and discussion is carried out with department managers. [IIB.77]

Annual and semi-annual Flex Day activities cover topics in workshops and plenary sessions that have featured student support services and the ways in which these areas can help to meet student needs. Evaluation of these services provides via the program review process, student surveys, and campus climate surveys information that is used in program review for improvement. In addition, all student service programs have developed student learning outcomes and are assessing them in order in enhance student learning. As can be seen in the non-instruction program reviews the institution uses the results of these evaluations as the basis for improvement.

While some areas have been consistently measuring SLOs for some time, other areas’ efforts in this are emerging and need continued technical training and support. The effort being made to continue to improve in this area is evidenced by the fact that in spring 2011, 64% of Student Service SLOs are new or significantly revised, and by the increase in the number of revised point-of-service surveys for various programs.

**PLANNING AGENDA:**

- None
### Standard IIB Evidence List

| IIB.1 | NIPR Templates          |
| IIB.2 | NIPRS: 2010-2011        |
| IIB.3 | NIPRS: 2011-2012        |
| IIB.4 | Matriculation Office    |
| IIB.5 | CELSA Test              |
| IIB.6 | Financial Aid Office    |
| IIB.7 | Job Description - Financial Aid Technician |
| IIB.8 | Health Center           |
| IIB.9 | Puente Program          |
| IIB.10| Passage Program         |
| IIB.11| Student Success Newsletters |
| IIB.12| Career Center           |
| IIB.13| Office Of Outreach And Recruitment |
| IIB.14| New Student Orientations |
| IIB.15| Freshman Experience     |
| IIB.16| Nursing Department Student Support |
| IIB.17| Student Support Special Programs |
| IIB.18| DSPS                    |
| IIB.19| Veterans Services       |
| IIB.20| Transfer Center         |
| IIB.21| Bridges To Success      |
| IIB.22| Student Services Point-Of-Service Surveys |
| IIB.23| Student Services SLOs   |
| IIB.24| International Student Office |
| IIB.25| Student Services—Updating Website |
| IIB.26| 2010-2012 Catalog       |
| IIB.27| Schedule Of Classes     |
| IIB.28| LASC Website            |
| IIB.29| Admissions & Records    |
| IIB.30| High School Students    |
| IIB.31| Fall 2011 Schedule Of Classes |
| IIB.32| Online Class Student Services Information |
| IIB.33| Offsite Classes         |
| IIB.34| Outreach & Recruitment  |
| IIB.35| Career Center           |
| IIB.36| ASO Campus Activities   |
| IIB.37| ASO: Campus Engagement  |
| IIB.38| ASO: Community Service Clubs |
| IIB.39| Student Venues Through Faculty, Staff, & Administrator Support |
| IIB.40| Counseling Services     |
| IIB.41| EOPS/CARE Program Information |
| IIB.42| Counseling Department   |
| IIB.45| Student Evaluation Of Counselor |
| IIB.46| CCSSE 2010 Benchmark Summary Report |
IIB.47 Counseling Chair Evaluation
IIB.48 College Diversity Materials
IIB.49 Puente Organized Campus Activities Folder
IIB.50 Latino Employee Association
IIB.51 LEA Spanish Language Flyers
IIB.52 Music Department "Jam Sessions"
IIB.53 English Department Online Newspaper
IIB.54 Diversity At LASC
IIB.55 Cut Score Revalidation
IIB.56 LASC Fact Sheet 2007
IIB.57 Strategic Planning Data Sheet 2005-10
IIB.58 LACCD Fall 2009 Student Survey
IIB.59 Personal Development Syllabi
IIB.60 Board Rule Ch. 8 Article Iv – Records
IIB.61 Administrative Regulation E-105
IIB.62 PUENTE – Course Syllabi
IIB.63 Student Services Emails And Calendars
IIB.67 ATD Evidence Folder
IIB.69 Student Success Stories:
  Http://Www.I-S-E.Com/Success/Ise_Success_Story_5/Index.Html
IIB.70 Photo Of Locked Student Records Vault Area
IIB.71 Photo Of New Imaging System
IIB.74 BRIC Training Materials
IIB.75 Student Services SLO Doc
IIB.76 Samples Of State & Federal Reports For Categorical Programs
IIB.77 Email From Dean Of Student Services
IIB.80 2012 LASC Department Division Data Book
IIB.81 2010-12 College Catalog: Pages 139 To 145
IIB.86 Students Services SLO Workshops
IIB.87 Healthy Advocacy Response Team (Hart) Events
Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.C: Library and Student Support Services:

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II.C.1.a: Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY:

The Library is a critical, intellectual center of Los Angeles Southwest College (LASC). Two full-time librarians and four library technicians provide services of a high quality to the LASC community. In keeping with the LASC library’s mission to provide reference services and access to current print and electronic materials, librarians are engaged in developing and maintaining the collection, providing reference services, and teaching information competency skills to students. Additionally, the library has contributed to cultural diversity programming at the college with their African American and Hispanic special collections and with their displays of ethnic and cultural artifacts and pictures during appropriate times of national and state recognition.
The library meets many of the physical space demands and the virtual and print collection needs of the LASC community. The library provides 17 computers with access to the internet, library online resources, and the Microsoft Office suite (5 additional computers were placed in the library fall 2011 to accommodate student demand). In addition to computers, students utilize four photocopiers, one printer, one microfiche reader/printer and two pieces of assistive equipment—a large print magnifier machine and Kurzwell reading machine—made available by the library. On average, from 2006–2011, 45,849 students utilized library services; librarians have answered an average of 3,853 reference questions annually. 1,447 students in 2009-2010 and 2,025 students in 2010-2011 availed themselves of library services on Saturdays. [IIC.1]

The library provides a variety of print, electronic and digital resources in support of the curriculum to enable students to effectively fulfill the requirements of face-to-face and distance academic and occupational programs they undertake. According to the library’s most recent tally, the collection consists of 50,000 print books, 206 print periodical titles, 24,195 periodical issues, 116 microfilm titles, 1,830 microfilm reels, 14,616 e-books, and subscriptions to thirty full-text databases that provide access to 28,057 periodical article titles. LASC provides access to its book collection and that of the other eight colleges through the SirsiDynix integrated library system for circulation, cataloging, and the book catalog. This system is paid for and maintained by the Los Angeles Community College District. [IIC.2], [IIC.3], [IIC.4]

The continual rise in textbook costs presents challenges to students. Each semester, librarians encourage instructional faculty to place copies of their course textbooks in the library’s reserve collection. The library provides access to 634 instructor-supplied text books, 242 instructor-supplied articles, 336 non-text books, and 733 audiovisual materials in its reserve collection. Of that number, students can access 56 books for nursing and 35 for child development. The print reserve collection is very heavily used with 58,880 transactions processed in 2010-11 alone. [IIC.5]

Ongoing communication with the LASC community is the key to ensuring adequacy of collections and services. Librarians’ involvement on committees (e.g. the Curriculum Committee, the Chairs Council, the Faculty Hiring Prioritization Committee, the Library Remodel Building Users Group), and in activities (Strategic Planning Retreat, Student Learning Outcomes (SLO) workshop, Academic Senate meetings, FLEX day workshop for faculty on Library databases) facilitate this communication process.

Librarians select materials using review sources, communications with faculty, review of new course needs and professional judgment. Additionally, circulation records and database usage data also help to quantify use and to identify gaps in the collection. Review of curricular and program needs ensures that the library collection supports them. The library department chair sits on the curriculum committee allowing the library to gauge needs as courses are approved or updated; the library signs off on the Title 5 Certification and Recommendation form for course outlines. Faculty provide information on specific content areas covered in their classes and provide information to help library purchases support course assignments. Student point-of-service surveys supplement faculty input. [IIC.6], [IIC.7]
The SIRSI Dynix integrated library system is used to generate statistics to facilitate analysis of the age of the collection. In spring 2011, utilizing data from these reports, the library identified outdated resources for removal from the collection in 2011. The majority of the print book collection was ten years or older. Librarians used college catalog information on degrees and certificates, some circulation information, and searches of titles at sister campuses to identify unneeded resources; this process facilitated instructional faculty’s review of resources in the disciplines. Approximately 15,000 books, 11,447 microfiche pieces, 24,195 periodical issues, and 332 reserve items more than fifteen years old and un-circulated in over five years, were removed from the collection. The reduction in print books was offset by 14,616 e-books from Net Library and the e-reference books and encyclopedias from the Gale Virtual Reference Library (GVRL). Content provided in the library’s periodical article databases counterbalance older periodical and microfiche materials removed from the collection. [IIC.8], [IIC.9], [IIC.10]

Currently, the library is housed in a temporary space in anticipation of the opening of its newly remodeled library building in January, 2013. Temporary library quarters house the book, reference, and periodical collections, circulation and reserves services, seventeen computers, group study rooms, and individual study space.

In 2013, the newly-remodeled library will house state-of-the-art equipment that includes two classrooms with smart boards and two computer labs with 48 new computers in each for student use.

Several learning support services support the college’s instructional programs: the English Writing Center (EWC), the Mathematical Laboratory (Math Lab), and the Student Success Center (SSC).

The English Writing Center (EWC) is a dedicated center, housing the required laboratory component of LASC’s English 21 and 28 course curricula. EWC instructors and tutors assist students in both the academic and technical aspects of completing online lab assignments. The EWC delivers its aligned curriculum and assignments using the Moodle website and PLATO software. Established in spring 2009, the EWC has evolved to offer multiple services to all students in the English program and to LASC students writing across the curriculum, including individual and group tutoring, workshops, supplemental instruction, and promotion of special events on campus. The EWC will be relocated to a newly remodeled space on the first floor of the School of Behavioral and Social Sciences building, effective spring 2012.

Prior to spring 2011, when students finished their lab assignments, they used any remaining time to brush up on grammar with PLATO which tracked their progress. Since cancellation of PLATO in the spring of 2011 due to the financial cost, the EWC has substituted free online exercises, which don't track ongoing progress and which are less effective.

Students enrolled in LASC mathematics classes needing assistance with their assignments can find help from the faculty and student tutors at the Mathematics Laboratory (Math Lab). The Math Lab is designed to provide tutoring services to support math students in every way possible to facilitate their educational success. The Math Lab offers special workshops daily that focus on topics in
Elementary and Intermediate Algebra. All tutoring is provided by highly qualified tutors who work under the supervision of the Math Lab’s part-time instructional assistants.

In 2008 the LASC Math Lab integrated “MyMathLab,” a rich and flexible set of course materials along with course management tools. It provides students with a personalized learning environment where they can learn at their own pace and measure their progress. MyMathLab engages students in active learning with the capacity to be self-paced, modular, accessible anywhere with web access, and adaptable to each student’s learning style. Math faculty and tutors are extending involvement in the MyMathLab software, beginning with participation in a workshop in November 2011 that is focused on features and implementation strategies for classroom and laboratory use.

In the Student Success Center (SSC), students receive assistance with individual and group tutoring, skills and personal development workshops, and lab orientations. The Center conducts assessments to determine skills deficiencies and to develop individualized prescriptive program plans to assist students with reaching their academic goals and objectives. The Center assists students to become self-determined, motivated and independent learners. It provides instructional support that sustains students in the development of skills to promote academic excellence and foster student retention. The SSC will be relocated to a newly remodeled space on the first floor of the School of Behavioral and Social Sciences building, effective spring 2012. As a service provider, the Student Success Center offers computer usage for internet access for academic research, Microsoft Office 7 and 2010 access, academic software applications, and printing.

Designed as enrichment opportunities, SSC workshops offer useful strategies to promote academic success. As a learning support provider, students have access to free tutoring, Spanish lab support and academic enrichment workshops. Tutoring includes core curriculum course support in subjects such as writing, biology, chemistry, English, math, child development, accounting, speech, nursing, sociology, anatomy, and psychology. In spring 2012, the SSC will provide scheduling of appointments through TutorTrac, a software management system and will support the online classes by providing online tutoring and conferencing.

The English and Foreign Language Department is engaged in planning for the English Reading Center (ERC), a complement to the EWC. This center, which will support the curricular needs of a newly developed reading program, will offer students a mechanism for increasing their reading skills through computerized instruction, individualized learning plans, tutoring, skills workshops, and departmental reading events. The ERC will emphasize basic reading, comprehension, vocabulary acquisition, critical reading, fluency development, and effective study strategies to students enrolled in basic skills, reading, ESL, and select English courses (i.e. English 21 and 28). However, with a reading across-the-curriculum approach, it will serve as a resource for all LASC students. It will be housed adjacent to the EWC in the newly remodeled School of Behavioral and Social Sciences Building in spring 2012.
SELF-EVALUATION:

The LASC library continually strives to fulfill its mission of providing access to relevant library materials. The current economic downturn has significantly impacted the library’s ability to provide up-to-date print and electronic books that support existing and new programs to enhance student learning and success. In 2011, two sister campuses (LA Mission and LA Pierce) underwrote the cost of LASC’s current volumes in the Gale Virtual Resource Library collection and the library purchased several government documents (e.g. “Public Papers of the Presidents of the United States, Book 1: Barack Obama, 2009) that a number of disciplines may find useful. Other than those additions, the library has not been able to add to its general print or electronic book collections since 2006. As an intermediary stopgap, the library cancelled one of its discipline article databases for 2011 in order to purchase updated e-books. This circumstance is similar with respect to the print periodicals collections. However, the library’s multidisciplinary online article databases offset the scarcity of current print holdings. The library will explore a purchasing model for acquisition of more textbooks for its reserves collection to meet a critical student need. In addition, the college does plan to upgrade and add to its library electronic databases as allowed under Measure J.

To optimally allocate library resources, librarians need input from all departments and disciplines on a regular basis. Librarians’ experiences at the reference desk and in library instruction sessions are useful for gauging the strengths and weaknesses of the collection, but systematic gathering and analysis of library statistics and LASC community feedback is also necessary. In fall 2010, 65% of faculty and staff felt that the library’s resources contributed to student success. The library will revise an outdated Faculty Purchase Recommendation form as an additional means to receive faculty input into the needs of the library collection. [IIC.11]

Student point-of-service surveys have been implemented as part of an action plan from the last accreditation cycle. On the whole, students are satisfied with library service offerings. In recent years, 79% to 99% of students use the library daily or weekly and over 67% use the library consistently for class assignments. Student opinion was mixed with regard to library hours, but there was little consistency in what they felt was needed. Implementing Saturday hours was mentioned in the last accreditation cycle and that was accomplished. In 2010 as a response to student feedback on increasing the number of computers which provide internet and word processing software, the library added the full Microsoft Office application suite to the twelve library computers that had formerly been used solely for conducting library research. Anecdotally, librarians and library technicians have been able to attribute the 12,000 increase in library headcount to this increase in service. [IIC.12], [IIC.13]

In the EWC, beginning in 2009, the lab curricula in support of English 21 and 28 courses resulted in a 17% increase in student success according to the Office of Institutional Research--an increase that persisted past English 101. Expanded services were implemented in the middle of fall of 2011 and thus too new to be properly assessed; however, a precursory, initial assessment has indicated positive results.
The Math Lab staff does not rely on a prescriptive curriculum; rather, it responds to the individual needs of students struggling with specific concepts. The Lab utilizes instructional assistants and tutors to support the learning needs of students.

As part of ongoing program improvement, the Student Success Center created a comprehensive plan, restructured instructor responsibilities, consulted with department chairs to determine tutoring offerings per semester, and acquired Tutor Trac and StudentLingo to support online tutoring and courses. The Center will continue to develop its Directed Learning Activity Program (DLAP) with a goal to increase academic department participation by 10% in the next year.

**PLANNING AGENDA:**
- None

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**Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

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**DESCRIPTIVE SUMMARY:**

Students who have acquired information competency skills are those individuals who have the ability to think critically about information needs and who are able to locate, evaluate, synthesize and apply information to solve problems, generate new ideas and turn data into knowledge. Information and Communication Technology (ICT) literacy provides students with similar skills in a digital context. The importance LASC places on these information and technology competency skills are reflected in the “Information Competency (Information and Technology Literacy)” institutional goal for Los Angeles Southwest College: “Utilize research skills necessary to achieve educational, professional, and personal objectives.” Librarians use the Association of College and Research Libraries (ACRL) “Information Literacy Competency Standards for Higher Education” and the “Checklist of Information Competencies for College Students” to guide the types of research skills students should acquire. [IIC.14], [IIC.15]

In information competency instruction orientations, library faculty have focused on skills related to identifying relevant databases for locating information, searching in online resources, and evaluating information using criteria such as relevance, authority, currency, and bias. The college provides help in mastering these skills in multiple contexts:

- At the request of instructional faculty, librarians teach specific information competencies in library instruction classes. Data for library instruction orientations demonstrates an annual increase in the number conducted:
  - 2006-07: 20 (approximately 800 students reached)
  - 2007-08: 42
  - 2008-09: 44
With an average class size of forty, librarians were able to teach library research skills to approximately 800 – 1,840 students annually in the last five years. The library’s expansion of its information competency library instruction program to include night classes accounts for the doubling of orientations from 2006-2007 to 2007-2008. The decrease in orientations from 2009-10 to 2010-11 can be attributed to staffing shortages which forced the library to temporarily rescind its evening library orientations program.

- The MLA style for citing and documenting sources is included in the Master Syllabus for English 28. [IIC.17]

- At the reference desk, librarians work one-on-one with students to acquire and hone information competency skills.

During regular fall and spring semesters, the library is open: [IIC.18]
- Monday - Thursday: 7:45 am to 8:00 pm
- Fridays: 7:45 am to 1:00 pm
- Saturdays: 9:00 am to 12:00 pm
- Summer hours vary

The library provides in-person reference and circulation services as well as access to print and online resources 57.25 hours per week. Students are able to access the library’s rich array of multidisciplinary and specific discipline electronic databases, the online library catalog, and electronic materials remotely 24 hours a day, seven days a week.

Los Angeles Southwest students and faculty have password access to the library’s licensed electronic article databases and e-books on campus and remotely. The library also provides handouts on how to access online databases remotely.

The English Writing Center is open approximately thirty-six hours per week. The hours are:
- Monday: 9:30 am-4:00 pm and 4:30 pm-6:00 pm
- Tuesday: 1 pm-5 pm
- Wednesday: 9:30 am-4:00 pm and 4:30 pm-6:00 pm
- Thursday: 9:30 am-3:30 pm and 4:00 pm-5:00 pm
- Friday: 12:15 pm-5:15 pm
- Saturday: 8:30 am-12:30 pm

The EWC is currently housed in temporary quarters. It will move to its newly remodeled space in January 2012 and will have a variety of learning spaces (e.g., computer-assisted instruction, group seating, tutoring areas, etc.) to enhance student learning. A new English Reading Center (ERC) will be housed adjacent to the EWC in the School of Behavioral and Social Sciences building. The space and curriculum is being planned in the 2011-2012 academic year and has a fall 2012 anticipated opening date. Once operational, contingent on student demand and budgetary
constraints, the ERC anticipates keeping hours similar to those of the EWC and other labs on campus to ensure adequate access to its resources and services for LASC students.

The Math Lab is open from 10:00 a.m. to 6:00 p.m. Monday through Thursday and from 10:00 a.m. to 1:00 p.m. Saturday. The Math Lab is closed when classes are not in session. To receive services, students must bring their LASC identification card and their respective assignments. All services are drop-in; no appointment is necessary. The Math Lab is located on the first floor of the Technology Education Center (TEC) building, TEC 190.

The Student Success Center is open Monday – Thursday from 8:00 a.m. to 4:30 p.m. In fall, 2011 and spring 2012, the Center will introduce several online applications to increase students’ academic success. Student Lingo, launched in November 2011, allows students 24/7 access to interactive workshops on topics related to academic and career exploration, personal management strategies, and study skills. In spring 2012, Tutor Trac and SmartThinking applications will provide students with online tutoring support and workshops. [IIC.19]

**SELF-EVALUATION:**

Each semester, the library sends out emails and flyers to full-time and part-time faculty encouraging them to request library instruction for classes. Librarians have responded to instructor requests for library instruction orientations, with speech classes comprising the bulk of the sessions held. However, classes in a number of other disciplines such as English, political science, history and sociology require students to utilize library and other information resources to complete research papers and projects. Faculty and students would benefit from a proactive information competency outreach program geared towards reaching more students to facilitate attainment of information competencies. Results of the 2010 climate survey indicate that faculty and staff awareness of the library’s efforts in the area of information competency instruction could be improved. 41% weren’t aware of the library’s activities in this area; 33% were aware that librarians provided information competency training and 15% didn’t think that this training was actually occurring. The library plans to increase outreach efforts and to implement a librarian liaison model in which librarians would be assigned to departments on campus for targeted interactions with faculty regarding the collection, services, and information competency instruction; this course of action should help to increase campus awareness of library activities in this area. The library lost a librarian position to a retirement in spring 2011. Successful implementation of a liaison model will depend largely upon replacement of that position. The hiring of a librarian is a priority and needs to be reaffirmed by the senate in its faculty prioritization listing.

Librarians have some data with which to assess student success in reaching information competency. Informal instructor feedback provides some useful anecdotal information on students’ ability to locate, evaluate, and use information for speeches, research papers, etc. Nevertheless, to fully support student learning and success, instructional faculty feedback should be captured in a more coordinated and formal way. Instructional faculty can provide valuable data on students’ application of information competencies to their academic work, and on the effect of a library instruction session on student research projects. After a library instruction session, students complete feedback forms. The library faculty plan to improve these forms by replacing some
affective questions with questions that assess student learning. Formal assessments, such as pre- and post-tests of students’ information competency skills would provide useful information to guide the library instruction program.

Library hours of operation are adequate during the week. Currently, the library is open three to four hours on Saturday. Although data gathered on library use strongly suggests a need for access on Saturdays, budget constraints may present challenges to providing access and services on Saturday in the future. [IIC.20]

The successful library should offer services that satisfy student need for both library-as-place and the virtual library. Currently, to gain access to electronic databases from off-campus, students must visit the library for a password. This may be a barrier for those in online and ITV courses. The library intends to explore secure, yet cost-effective ways to disseminate database passwords to distance education students. Moreover, the abundant instructional technology applications make it possible to offer library and information competency instruction online using tutorials, videos, and other multimedia sources. The library provides a few research guides on documenting and citing sources. The library intends to increase its virtual library presence by providing access to more online instructional materials regarding library use, access and research to accommodate the needs of distance education students and students taking land-based classes wishing to locate sources 24/7. [IIC.21]

The EWC’s hours have been a challenge due to budgetary constraints; however, staff has made the best plan based on student need and traffic, which is tracked regularly. The Department Chair continues to negotiate for increased hours at the times students use the lab and has plans to expand the tutoring (but not lab curricula) to be available online and asynchronously to serve students who are unavailable during business hours. The EWC will move into a newly-remodeled state-of-the-art space in spring 2012; this larger space and increased number of computers should lessen the access issues for students. [IIC.22]

Currently, the hours of operation for the Math Lab are limited and need to be expanded. Due to budget constraints, the lab hours were reduced in fall 2011 to 35 hours a week compared to over 45 hours a week in previous semesters.

In response to budget constraints, it was necessary for the Student Success Center to reduce student access by 15% in summer 2011. This has had a significant negative impact upon student access and serviceability. In fall 2011, the SSC provided services to 821 students: 396 for computer usage, 231 tutoring, 77 Spanish lab, and 117 workshops. Due to construction-related challenges, this was a significant decrease from previous semesters. The Center will move into a remodeled space in the School of Behavioral and Social Sciences spring 2012, enabling it to increase access and hours by 20% to 25%.

**PLANNING AGENDA:**
- Provide human and physical resources to support the library’s mission
Standard II.C.1.c. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY:

The temporary library facility is adjacent to the campus Sheriff’s station, allowing a quick response to any security needs. Computer equipment contains security cabling. Library technicians’ desks are in sight of the Circulation desk, enabling them to monitor the Reserves Collection, located behind the Circulation desk, to hinder the possibility of theft. Access to LASC’s online databases requires a password, ensuring they are used by registered students and employees only.

LASC provides maintenance and security for its learning labs. Staff in each lab is available to handle any complaints and the Sheriff’s Station is accessible and able to respond quickly, if needed. Computers and other equipment are secured against potential theft.

SELF-EVALUATION:

Currently, the diligent watch of the entrance by library technicians stationed nearby has nearly eradicated the threat of theft in the temporary facility. The planned remodel of the LASC library (anticipated completion January 2013) will include a state-of-the-art library materials security system. There will also be cameras where needed. [IIC.23]

The EWC has no security other than that which exists elsewhere on campus in classrooms; however, there is always a supervising faculty member on duty and the lab is locked when not open or in use by another department. While the only communication available until recently in the current temporary location was cell phones, in November 2011 the EWC obtained a phone to use in case of emergencies. While adequate, these security measures are not ideal. A lockable storage cabinet has also been added to secure equipment, which will prevent further theft of items. There was recently one minor incident that resulted in a loss of office supplies.

The Math Lab is monitored each hour of operation by a part-time instructor who maintains appropriate “line of sight” in the laboratory. Tutors provide additional monitoring for effective maintenance and security. Computers are secure and doors to the laboratory are locked by the instructor at the close of business to prevent theft of all supplies and resources. The current security in place is sufficient and there have been no incidences of theft in the Math Laboratory.

The current security in place at the SSC is sufficient and there have been no incidences of theft. The SSC provides elevator access to students only during business hours. Adjunct faculty remain on the floor at all times, maintaining an appropriate “line of sight.” Student workers are also on-hand to assist with students and to complete daily closing activities.

PLANNING AGENDA:

- None
Standard II.C.1.d. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY:

LASC, one of nine community colleges comprising the LACCD, participates in institutional partnerships for providing access to the library’s collections. SirsiDynix, the integrated library system for cataloging, circulation, and the online catalog is one such example and the Community College League Consortium is another. CCLC, a statewide consortium, is poised to negotiate reasonable prices with vendors on behalf of individual libraries. In addition, the library contracts with OCLC for cataloging services and with Baker & Taylor for automated acquisitions. The LACCD library chairs regularly review the quality of the contracted services, sharing their experiences with the use of these services and their communication with vendors. In fall, 2011, the nine college libraries in the LACCD submitted a proposal to the district requesting ongoing funding for a core set of databases to be made available to students and faculty district-wide. In November, 2011, the State committed to fund access for EBSCO Premier, a multidisciplinary article database, to all community college libraries, commencing June, 2012.

The college recently collaborated on reciprocal borrowing agreements with two universities into which LASC students matriculate: California State University (CSU) Dominguez Hills and CSU Los Angeles. These mutual-use borrowing agreements broaden students’ access to academic resources and familiarize them with a university library.

SELF-EVALUATION:

SirsiDynix, OCLC, Baker and Taylor, and CCLC provide efficient and effective products that enable LASC to provide students with access to monographs, online databases, and record information for locating books and other material from the library catalog. Decline in the library’s acquisition budget has necessitated a closer review of electronic resources and the curricular needs of the college. Librarians plan to engage department chairs in a dialogue about library resources needed for their curricular programs to ensure that those needs are met. This will include presentations to or discussions with faculty at department meetings, Academic Senate meetings, and during Flex Day activities. In addition, the library will explore additional collaborations with local universities for online databases and resources.

PLANNING AGENDA:

- None
**Standard II.C.2:** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY:**

The college is committed to collecting and analyzing data that will inform decisions and a continual improvement cycle for student success. The library strives to incorporate these practices into library operations and evaluation of its services and teaching. The library completes annual program reviews to track progress on its student learning outcomes. It gathers both qualitative and quantitative data to inform decisions regarding library services, including reference, circulation, library instruction, headcounts and reserve output measures, and online database usage. Formal and informal data is collected to provide the library with evaluative feedback from faculty, staff, and students in the form of:

- Student feedback surveys
- LASC climate survey information
- Informal conversations with discipline faculty visiting the library or during committee meetings [IIC.24], [IIC.25], [IIC.26], [IIC.27]

The EWC, as part of the English and Foreign Language Department (EFL), is part of the department’s regular and systematic program reviews. Similarly, the Math Lab is included in the ongoing program reviews of the Mathematics department. The SSC develops a non-instructional program review annually. Each department’s program review contains recommendations for improving its program.

**SELF-EVALUATION:**

The library has collected feedback from students and faculty inconsistently over the years. The Since the creation of the EWC, as a basic skills intervention, the Fundamentals of English course, English 021, has seen a 17% increase in student successful course completion rates. In the department, anecdotal evidence indicated an immediate and significant increase in the quality of student writing due to the effectiveness of the EWC curricula. The EWC assesses effectiveness and student satisfaction through lab surveys. The measures that include implementing the lab component for English 21 and 28 are perhaps the most successful intervention the EFL department has made to date. The only negative comments received by the EWC have been that it is not open enough hours and that it does not offer one-on-one tutoring; however, in November 2011, the EWC began offering one-on-one tutoring and supplemental instruction on a trial basis, which will be evaluated in a similar manner at the conclusion of spring 2012. [IIC.28]

To measure the student perception of Math Lab experiences with instructors, tutors, and content, a pilot study was conducted in fall 2011. Specifically, students who attend the lab were asked questions relating to tutor-student interaction, ability to teach a concept, laboratory environment, and overall perceptions of experiences in the Math Lab. Results were very positive and showed
that the Lab is very successful in addressing student math needs; for example, 91% of students surveyed felt the tutor taught them how to solve a problem, and 86% believed the Math Lab is a great place to get one on one tutoring in Math. Overall, 94% felt the instructor or tutor demonstrated patience as they worked with the student, and 89% believed they were given clear steps in solving math problems. 94% of students felt “going to the Math Lab will be a positive experience.” The data did show that students wait too long to receive support or help, and tutors or instructors need to use more varied approaches in teaching a concept. The study will be expanded in spring 2012 to measure all workshop activity and perceptions of MyMathLab. [IIC.29], [IIC.30], [IIC.31]

As stated in its 2010-2011 Program Review, the SCC instructor partnerships afforded the SCC the opportunity to administer assessments and prescribed tutoring for students. Through these partnerships, the students receive core skills reinforcement, course content, and study-skills strategies. According to the expenditure report, SSC has increased tutoring services by designating specific areas of learning and computer usage within the Center. In addition, the staff have worked to minimize the nonacademic computer usage by students, streamline services, collaborate with English, Math, Behavioral Science, Natural Science, Nursing, and additional Career and Technical Education programs to provide targeted core skills support. The SCC participated in CTE grants that resulted in the Center being awarded over $145,000 for tutoring and program assistants. Also, the Center has created a plan for the Academic Success Center Advisory Board; hired 2 more instructors at .2 for assistance to provide instructor-driven tutoring and assistance for students during all hours of operation; and established tutoring and study groups for various departments including Accounting, Microbiology, Anatomy, Physiology, Biology, Accounting, Chemistry, and Nursing. [IIC.32]

**PLANNING AGENDA:**

- None
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Standard III
RESOURCES
STANDARD III

RESOURCES

CO-CHAIRS:

Mr. Jim Hicks, Faculty
Dr. Oscar Cobian, Administration

MEMBERS:

Emiliano Paniagua, Classified
Felipe Payan, Faculty
Gayan Chevchyan, Classified
Jerome Robertson, Classified
Linda Jones, Classified
Lynn Bebelle, Classified
Dr. Majid Haghoo, Faculty
Sharon Collins-Heads, Faculty
Stella Dace, Classified
Steve Harvey, Classified
Vibha Gupta, Classified
Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College follows the district’s hiring policies and board rules for academic, classified, unclassified, administrative and volunteer positions. The Los Angeles Community Colleges Human Resource Policy states:
It is the policy of the District to employ faculty members who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Those individuals must be sympathetic and sensitive to the racial and cultural diversity of the populations the colleges serve, and they should generally reflect that diversity themselves. In addition, they must be well prepared to respond to the educational needs of all the special populations served. [IIIA.1], [IIIA.2], [IIIA.3], [IIIA.4]

Adhering to the district’s policies and state minimum qualifications helps to assure that qualifications for each position are closely matched to specific program needs. Hiring policies require candidates for any position to submit materials, information, and references that document the education, skills and experiences which qualify them for the position. Job offers are based on the qualifications and experience identified as necessary or desirable for each position. http://www.laccd.edu/faculty_staff/extranet2/documents/HRGuide_P-110_NewHire.pdf

Classified Personnel: the criteria, qualifications, and procedures for the selection of classified personnel is clearly and publicly stated on the district’s HR and Personnel Commission websites. Positions other than faculty and administration are defined as classified and unclassified. The district Personnel Commission oversees a hiring process designed to ensure the use of a merit system. Based on candidate scores on examinations it administers, the commission develops prioritized lists of candidates for each type of classified position. The college interviews candidates from the prioritized list. The college must fill any classified position from the top three candidates on the list. The hiring committee composed of classified staff from the department and supervisor develop interview questions based on the job description to clarify candidates' knowledge, job-related skills, experience with diversity, and potential to contribute to the college. Applicants are ranked on their responses to interview questions. The supervisor of the unit may conduct follow-up interviews before recommending a successful applicant.

As part of the examination process for classified positions, the Personnel Commission invites representation from all nine colleges to participate in oral interviews. Candidates are ranked based on a written examination and an oral interview. Campus representation plays a key role in the scoring of the oral interviews and the selection of qualified classified personnel for the priority list that is available to all colleges in the district.

In the Classified Service, employees may be hired into both full-time and part-time positions. Persons employed in regular positions are subject to a probationary period. Upon satisfactory completion of the initial probationary period, the employee becomes permanent. The Personnel Commission ensures uniformity in the selection process and an equal opportunity to all applicants for employment. The Personnel Commission website contains classified and non-classified job descriptions, salary schedules, testing dates for the merit system, and the LACCD employee handbook. http://www.laccd.edu/perscom/

Faculty Positions: the criteria, qualifications, and procedures for the selection of faculty personnel is clearly and publicly stated on the district’s HR website. Per the LACCD Board Rule (10304) the colleges shall conduct faculty hiring in a way that takes into account the District’s equal employment opportunity obligations, its goal to employ a diverse faculty, and its commitment to affirmatively recruit individuals from groups that are historically under-represented among the
faculty at a college or within a discipline. Search/selection committee participants shall complete appropriate training in equal employment opportunity and affirmative action principles.

The Academic Senate follows a faculty hiring prioritization process and provides this list to the president in the fall term.

Employment opportunities for faculty and administrative positions are posted on the LACCD Human Resource website, along with district approved applications, and district/state minimum qualifications. Hiring committees are established for all faculty positions. Each committee develops a job description that clearly defines the duties and responsibilities of the position and the qualities, skills, knowledge and experience required. This provides criteria for evaluating potential candidates. The college compliance officer participates in all phases of the hiring process to ensure uniformity in the selection process and an equal opportunity to all applicants for employment.

A hiring committee for a faculty position includes at least three members, a majority of which must be tenured faculty members in the department for which the applicant is being hired. At least one member of the applicant’s discipline sits on the committee. If the college does not have a tenured faculty member in said discipline, then one is recruited from another campus in the district. Eligible candidates are invited to apply for the position by submitting a cover letter that summarizes his/her qualifications, an application, a resume, transcripts and letters of recommendation. The committee reviews all applications and selects candidates to interview, based on the job description. All applicants must meet minimum qualifications in order to be considered for an interview. Interviews with the committee include oral responses to questions and may include a demonstration of teaching skills, responses to scenarios, and a writing sample. These items are meant to determine knowledge of the subject matter. The teaching demonstration allows for the committee to assess the candidates “effective teaching” skills. The interview rating form allows for candidates to be judged on their knowledge of the subject matter, effective teaching skills, written responses, and knowledge of current trends in the field. The committee generally forwards three or more candidates to the college president, who makes the final decision. [IIIA.5]

The district human resources office verifies the experience and skills of newly-hired personnel. Applicants must provide official transcripts from institutions accredited by US accrediting agencies or submit transcripts evaluated by organizations approved by the California Commission on Teacher Credentialing.

Management: The college president determines whether a management position is to be filled on a regular, interim, or acting basis; is responsible for the selection process; and has final authority for the selection and recommendation of an appointee to the Board. Applicants for management positions must meet the qualifications for the position defined by LACCD HR. For each management position, the supervisor of the position develops a job description with a hiring committee designated by the college president. The committee is composed of classified, faculty, and management positions. The committee develops oral interview questions and a writing prompt based on the designated job description and college mission statement. The college compliance officer participates in all phases of the hiring process to ensure uniformity in the selection process and an equal opportunity to all applicants for employment.
Candidates are assessed according to the requirements outlined in the job description, which includes education, experience, and ability. Announcements are recorded on the District’s employment site and CCC Registry. Full-time management positions are advertised for at least 40 days. Three final candidates are referred to the college president for a final interview along with the calling references. A selected candidate is referred to LACCD HR for processing of paperwork and verification of minimum qualifications.

**SELF-EVALUATION:**

Adherence to district hiring policies and authority helps to ensure that Los Angeles Southwest College selects the best-qualified employees.

The Los Angeles Community College Board of Trustees and District Academic Senate have jointly agreed to policies for hiring faculty (Ed Code 87360). Using these well-established mechanisms LASC evaluates each candidate’s teaching, scholarly activities, and potential to contribute to the college mission. Faculty members participate in all phases of the faculty selection process including establishing criteria for hiring, developing the job description, determining minimum qualifications of each candidate, and deciding on top candidates to forward to the president of the college.

The Senate’s process is discussed in more detail in Standard III.A.2. The budget committee uses program reviews as a basis for requesting the hiring of classified staff. Both the Academic Senate and the Budget Committee submit their requests for new hires to the president who makes the final decision. [IIIB.14]

**PLANNING AGENDA:**

- See PA in III.B.2

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**III.A.1.a. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**DESCRIPTIVE SUMMARY:**

The college follows the evaluation processes established by collective bargaining agreements. All employees are expected to participate in an on-going evaluation process. Employees are required to be formally evaluated by their supervisor. The frequency of the formal evaluation process uses the applicable performance evaluation forms and the actual processes varies according to employee service as specified in each collective bargaining agreement. For example, tenured faculty are formally evaluated every three years; temporary faculty receive a formal evaluation before the end of their second semester of employment and at least once every six semesters of employment thereafter. Probationary Classified employees are typically formally evaluated at the second and
fourth month of the probationary period; regular-status classified employees are evaluated annually. [IIIA.6]

Each evaluation form includes performance standards or other criteria by which the employee is measured. Criteria include performance of assigned duties, participation in institutional responsibilities and other activities related to their discipline or to college effectiveness.

By design, evaluations provide formal feedback to the employee regarding his or her work performance on a regular basis. The evaluation process is an on-going dialogue between employee and supervisor that connects expectations, feedback, coaching, performance evaluation, development planning and follow-up.

In the evaluation of faculty, effective teaching is linked to instructional methodologies that focus on student success and meeting the educational needs of diverse students. Each discipline may define and evaluate effective teaching as based on the discipline’s specific needs and program goals. Evaluations are based on observation of teaching and student evaluations of the faculty member.

**SELF-EVALUATION:**

The personnel evaluation process satisfies the legal requirements of all collective bargaining agreements and board rules. The process allows for communicating positive feedback, recognizing accomplishments and rewarding outstanding performance as well as communicating expectations and documenting issues with performance. The evaluation process is also used to determine ways to minimize deficiencies and improve performance, help achieve college and department goals and mission, and help employees develop knowledge, skills and abilities as defined by each job description and collective bargaining agreement.

LASC is constantly seeking ways to ensure that evaluation timelines for probationary staff, tenure-track faculty, adjunct faculty, and classified staff must be adhered to in order to ensure compliance with union contracts. Training for department chairs, managers, supervisors and administrators who complete evaluations could be improved. The college has implemented meetings with the department chairs to ensure that the evaluation schedules are followed in a timely and consistent manner.

**PLANNING AGENDA:**

- None
III.A.1.b. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY:

As described in Standard II.A, the faculty at Los Angeles Southwest College have defined institutional, program and course Student Learning Outcomes, developed systems to measure them, and begun to use the results to improve student outcomes.

To respond to an ACCJC recommendation made in 2007 to three of the district colleges, the 2008-11 LACCD/AFT bargaining agreement was changed to include participation in the SLO assessment cycle as an element of faculty evaluation.

SELF-EVALUATION:

Faculty evaluations rate all members on whether their participation in the student learning outcome assessment cycle exceeds expectations, meets expectations, or needs improvement. Another element of evaluation for classroom faculty includes listing the course SLO(s) on their syllabi. (LACCD/AFT Bargaining Agreement, Faculty Evaluation form, Appendix C.)

PLANNING AGENDA:

- None

III.A.1c. The institution upholds a code of written professional ethics for all its personnel.

DESCRIPTIVE SUMMARY:

LASC’s Academic Senate has adopted a written code of ethics for all faculty. It is posted to the college website and available for public access. This code of ethics states that:

Los Angeles Southwest College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise good judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests should not seriously hamper or compromise their freedom of inquiry.

Additional major points covered are as follows:
A. As teachers, faculty members encourage the free pursuit of learning in their students.
B. As colleagues, faculty members have obligations that derive from common membership in the community of scholars.
C. As members of an academic institution, faculty members seek above all to be effective teachers and scholars.
D. As members of their community, faculty members have the rights and obligations of all citizens.

E. Any issues regarding the code of ethics shall be referred to the academic senate.
For more detail see: [http://www.lasc.edu/faculty_staff/academic_senate/polguideres.html](http://www.lasc.edu/faculty_staff/academic_senate/polguideres.html)

In addition, Los Angeles Community College District Board of Trustees has adopted a code of ethics contained in Board Rules 1204.13 and 1204.14 which pertains to all employees of the district including those at Los Angeles Southwest College. These adopted board rules require that district employees who are not covered by the faculty Codes of Ethics shall adhere to ethical standards including the following:

A. Exercise due diligence in the ethical performance of duties and model ethically responsible behavior at all times.

B. Facilitate a climate of trust and mutual support through actions that demonstrate respect for reason, freedom of expression, and the right to dissent. Avoid knowingly making false or malicious statements about other employees or students.

C. Use care and integrity in sharing information, guard privacy rights of all individuals, and avoid disclosing information about colleagues or students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

D. Avoid entering into or continuing relationships with other employees or students that create or sustain conflicts of interest, such as those that may be viewed as harassment, unequal power relationships, or those of a sexual nature.

E. Avoid entering into or continuing relationships that create or sustain conflicts of interest as they relate to contractual obligations for and with the district and its colleges and which may lead to personal gain.

F. Employees are also guided by ethical standards established by professional organizations in their field
For a more detail see: [http://www.laccd.edu/board_rules/documents/Ch.I-ArticleII.pdf](http://www.laccd.edu/board_rules/documents/Ch.I-ArticleII.pdf)

**SELF-EVALUATION:**

In addition to the above ethical standards adopted by the LASC Academic Senate and LACCD board rules, Los Angeles Southwest College has adopted as its core values that state *Los Angeles Southwest College faculty and staff are guided by the core values of Accountability, Equity, Respect, Excellence and Integrity.* For a more detailed reading see: [http://www.lasc.edu/faculty_staff/strategic_planning_committee/documents/LASC_F11_CoreValues.pdf](http://www.lasc.edu/faculty_staff/strategic_planning_committee/documents/LASC_F11_CoreValues.pdf)

**PLANNING AGENDA:**

- None
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY:

Hiring at Los Angeles Southwest College supports the college’s mission, goals, and SLOs. Requests for personnel arise in the program review and Instructional Department Plan (IDP) process; as instructional, non-instructional and administrative services complete their comprehensive program reviews and program review updates, they identify positions based on program needs. Each program and service must complete an annual program review update every year and a comprehensive program review every six years. The program review document specifies current staffing and its implication for the program’s effectiveness. The document specifies needs for future staffing and the effect this staffing would have on the program’s effectiveness.

The Faculty Hiring Prioritization Committee convenes every fall to review and prioritize all requests for new positions for the following year, unless a two-year cycle is in effect as it was in 2009-2010. The committee makes decisions based on specific criteria to include that the decision being made is in consonance with program, discipline or service area objectives, the college strategic goals and objectives, accrediting requirements, and demonstrated advisory committee support.

The Strategic Planning Handbook calls for a Human Resources Committee (Article XI.b.vi) which states that the Human Resources Committee, in accord with state guidelines and in consultation with appropriate college constituencies, is responsible for developing and maintaining the Human Resources Plan. The Human Resources Committee will develop written internal procedures and timelines for linking and sharing information with the Faculty Hiring Committee and other planning groups within this planning process. This committee has yet to be implemented, so in regard to administration and classified positions, the college has yet to formulate a formal plan that takes into account long-term needs of this area.

The SPC and Budget Committees collaborate to prioritize resource allocation requests, which sometimes include requests for faculty or classified hires. All results are submitted for review to the college council and to the president of the college. The college makes every attempt to ensure that these planning processes (described in more detail in Standard I.B) are being followed; however, hiring new employees has been a challenge in times of severe budget constraints.

SELF-EVALUATION:

Due to the state budget crisis and attendant hiring-freeze across the district, many classified and administrative positions are not being filled. When faculty positions are vacated they are usually replaced, but not always in the same discipline. The college proposed a hiring plan on May 18,
2011 to reach the projected Faculty Obligation Number (FON) projected by the district in order to meet state guidelines. The college has shown a strong commitment to meet its FON as determined by the Chancellor’s Office. LACCD has met its FON requirement and LASC currently meets the LACCD’s distribution of FON of 75 fulltime faculty. Despite efforts to streamline the college for maximum effectiveness, there does not appear to be adequate classified personnel to meet student needs in some service areas, particularly during peak periods during the semester. The primary reason for this has been the failure to replace vacant classified positions due to budget constraints. [IIIA.7]

**PLANNING AGENDA:**
- Establish the Human Resources Committee as per the Planning Handbook.

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**III.A.3.** The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**III.A.3.a.** *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

**III.A.3.b.** *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his her personnel records in accordance with law.*

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College follows the personnel policies and procedures of the district which are publicly available in board rules and collective bargaining agreements. The college’s personnel office and campus, district, and personnel commission websites publicize these documents, which are shared at new faculty trainings and orientations.

College administrators, department chairs, supervisors, directors and managers administer personnel policies, procedures, and bargaining agreements in an equitable manner which results in fair treatment of personnel. [IIIA.8]

The collective bargaining agreements provide employees, upon request, the right at any reasonable time, to inspect his/her Official Personnel File in the Human Resources Division, or the worksite personnel file at the local worksite. The Personnel Files are kept in secure location in Human Resource Division and local worksite. Each employee has access at any time to visit the district office to review his/her personnel file. Campus copies of employee evaluations or other personnel documents are kept under lock and key and employees have access to request of the president or his/her designee the right to access those copies and files in their entirety at any time.
**SELF-EVALUATION:**

The collective bargaining agreements all provide personnel with opportunities to bring grievances, if they believe any policies or procedures have not been adhered to. This ensures that policies and procedures are equitably and consistently administered. The Los Angeles College Faculty Guild 2011-2014 contract was ratified on December 7, 2011 and, as of this writing, is the only district bargaining unit with a new contract.

The District Compliance Office (DCO) is located at the district office. The DCO addresses questions about all HR policies and handle complaints of discrimination or harassment for any LASC employee. Any member of the LASC college community, including students, faculty and staff, who believes, perceives or has actually experienced conduct that may constitute Prohibited Discrimination or Harassment, has the right to seek the help of the DCO. In fact, every employee has the obligation to report such conduct to the DCO.

LACCD and LASC ensure compliance with the laws pertaining to the confidentiality of employee records and access to them upon request.

**PLANNING AGENDA:**

- None

**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College adheres to the provisions of the Equal Employment Opportunity Act, and takes further steps to support its diverse personnel. Supported by the collective bargaining agreements, board rules and policies, the district compliance officer takes responsibility for ensuring that the college climate does not discourage members of any ethnic or religious group.

All personnel receive frequent reminders of the college’s openness to diversity via emails on benefits and special programs, college newsletters, the district Employee Assistance Program’s monthly newsletter and the district’s Human Resources Help Desk.

LASC has the following groups on campus to encourage appreciation of diversity on campus among personnel and students. LASC has a Latino Employee Association, Black Faculty and Staff Association. Various multicultural events are celebrated throughout the academic year, such as Hispanic Heritage Month, Black History Month, and International Dance and Culture Day.
Additionally, the college has implemented study abroad programs and local diversity projects such as China in LA. These activities are described in more detail in Standard II.B.

LASC participates in Project Match, in which current faculty mentor prospective diverse faculty in order to encourage them to work in community colleges. By encouraging the appreciation of diversity, the services and activities described in Standard II.B.3.d support Los Angeles Southwest College’s diverse personnel. For example, the TRIO Student Support Services (SSS) Counselor was matched with an individual who is interested in a career as a counselor. The Counseling Intern shadowed the SSS Counselor during counseling meetings. The Intern was then allowed to meet one-on-one with students after extensive training and guidance.

In spring 2012, LASC will initiate its first Faculty Academy as a result of student and staff focus groups sponsored by Achieving the Dream (ATD). The college’s fall 2010 ATD focus group data strongly suggests that students want to be engaged in the learning process. Faculty focus groups indicated an interest to develop innovative strategies to teach. The Faculty Academy advocates a culture of success through active instructional methods, teaching innovation, and excellence. It offers LASC faculty a safe environment to rethink how students learn; additionally, it will provide faculty with the tools to reach those students who have had difficulty in traditional instructional environments. The Faculty Academy offers the opportunity to experience a deeper connection with students through strengthened communication, developing an understanding of learning modalities, and exploring innovative instructional techniques that can be implemented in classrooms immediately. The Faculty Academy will be on campus and tailored to the challenges affecting LASC students.

**SELF-EVALUATION:**

Los Angeles Southwest College is proud of the ethnic, cultural, and religious diversity of its staff. The effectiveness of the college’s policies and practices in promoting diversity issues and the understanding of equality can be measured in its increased enrollments of constituent groups and in the participation of more constituent group members in the discussion and awareness of diversity issues.

**PLANNING AGENDA:**
- None

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administrators, faculty, staff and students.**

**DESCRIPTIVE SUMMARY:**

The college ensures that the hiring practices are equitable by adhering to district hiring policies, board rules, and local Academic Senate guidelines for personnel. The district compliance office
and the Personnel Commission participate in the hiring process to ensure fair practices are implemented.

As part of the hiring process, the college must demonstrate it publicizes any open position in a variety of professional organizations that appeal to diverse groups depending on the type of position. For example, the hiring of a nursing position might be publicized in National Association of Hispanic Nurses, National Black Nurses Association, Inc., etc. Through the LACCD Office of Diversity Programs, the college must also demonstrate it includes minorities, veterans, and disabled individuals in its hiring pool through an Evidence of Effort Form. The college must also report if it included adjunct staff in its hiring pool. These forms can be found on the HR website: [http://albacore.laccd.edu/#Recruitment](http://albacore.laccd.edu/#Recruitment). The guidelines defined by the personnel commission are followed for both the hiring and treatments of other classified positions. [http://www.laccd.edu/perscom/](http://www.laccd.edu/perscom/)

The compliance office and the District Office of Diversity are also available to work with faculty, staff, administration, and students who feel compromised, harassed, or mistreated in the course of their employment. In addition, the personnel commissions, along with the various unions representing most employees, have recourse measures are in place to ensure that all employees are dealt with respect, integrity, and dignity.

**SELF-EVALUATION:**

The LASC employee demographics (March 2010) are similar to the student population on campus (Black students represent 68% and Hispanic students represent 26.8%). Graph 1 demonstrates the LASC employees by classification:

Graph 1
LASC maintains an equitable process in its selection of employees. New hires over the past few years reflect the college’s efforts to establish a culturally and diverse faculty and staff. Additionally, LASC regularly demonstrates integrity in its treatment of employees and students who are as diverse as the community in which the college serves. In the Fall 2010 Campus Climate Survey 90% of LASC employees indicated they enjoyed the work they do, and over 70% indicated they are satisfied working at LASC. [IIIA.14]

**PLANNING AGENDA:**
- None

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**III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5a.** *The institution plans professional development activities to meet the needs of its personnel.*

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**DESCRIPTIVE SUMMARY:**

Each year, Los Angeles Southwest College develops a Staff Development Plan informed by the College’s Strategic Plan, program review and results of staff satisfaction surveys. The Staff Development Committee, comprised of representatives from all constituency groups, provides direction for staff development activities. This committee works with the Academic Senate and other campus committees such as the Technology committee and the Student Learning Outcomes (SLO) committee to organize training opportunities on topics such as the use of e-instruction in classrooms, and to develop program reviews and SLO assessment. The SLO committee organizes training programs with academic department chairs to address issues related to program reviews and their assessment of SLOs.

Achieving the Dream has provided training opportunities for classified staff and faculty to learn how to administer focus groups and collect and analyze research data. [IIIA.9], [IIIA.10]

The district uses college input to provide a range of workshops and programs to facilitate staff development and workplace competency, health, and personal growth for classified staff, faculty and administrators. Each year the district provides a health and insurance fair to inform all employees of their benefits plans. Usually food and entertainment is also provided to bring campus personnel together and share information about healthy food options and health screenings. The various unions provide their members with opportunities to better understand their contracts and their jobs in general.
Faculty and staff participate in staff development activities such as fall and spring Flex day activities. In the fall semester all full-time faculty are required to participate in the Flex Day activities, and classified staff are given time off to participate in the fall Flex day activities. The Staff Development Committee and Academic Affairs encourage suggestions from faculty and staff for Flex workshop topics and Flex presentations. Adjunct faculty are invited and encouraged to attend as well. New adjunct faculty may attend full-day orientations designed for them. Orientations designed for adjunct faculty are held annually as well. The SLO advisory group provides information and assistance with establishing and assessing SLOs. [IIIA.11], [IIIA.12]

Faculty who submit requests to the Academic Senate Professional Development Committee may qualify for partial tuition reimbursement and support for conference attendance depending on availability of funds. In addition, the Staff Development Committee provides financial support to faculty to attend conferences and symposia to aid in their staff development. This committee also disburses tuition assistance to faculty, both adjunct and full-time, who want to further their education. Faculty and classified staff are also being provided with opportunities to participate in the conferences and workshops sponsored by the Education Institute (EI) of the Faculty Association of California Community Colleges (FACCC). Counselors attend a full-day planning retreat each semester and are encouraged to attend UC and CSU conferences.

The District provides training for classified staff on budget management, SAP and information technology. Staff can sign up for these workshops on the district website. http://www.laccd.edu/faculty_staff/hr/training.htm

As discussed in Standard IIB, during the summer of 2011, the Student Services Division organized its first Staff Retreat on campus. This was a full-day retreat that included a presentation of Achieving the Dream, a Myers Briggs Personal Assessment, a financial aid update, and discussion about the role of Student Services in the mission of the college. This will become an annual event.

**SELF-EVALUATION:**

Staff Development activities have an impact on teaching and learning in many ways. The college offers many opportunities for staff development and enrichment as new staff are oriented to the college and provided with information about teaching strategies. Flex Day provides faculty and staff with an opportunity to hear a “State of the College” by the college president; discuss initiatives such as Achieving the Dream; review teaching strategies and policies; and meet with department chairs. Also at Flex Day, faculty and staff learn the latest technologies to help improve efficiency and student success, and faculty learn how to develop Student Learning Outcomes and how to properly assess them. The college is seeking to provide more opportunities for the campus to review data related to effective teaching and from campus-wide student success discussion sessions involving both faculty and students.

**PLANNING AGENDA:**

- None
**III.A.5b.** *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**DESCRIPTIVE SUMMARY:**

The Professional Development Committee, along with other planning committees, regularly evaluates campus input in order to plan staff development activities. Surveys are administered after staff development workshops to assess how well they met the needs of staff and faculty. Other data sources include feedback forms and informal discussions. The committee uses the results of these evaluations in planning program improvements.

Periodic staff satisfaction surveys assess needs, which result in initiatives, including staff development activities. The Professional Development Committee, with support from the office of academic affairs, organizes a calendar of workshops and orientations to specifically address issues in the satisfaction survey results and strategic plan.

**SELF-EVALUATION:**

The college uses college-wide input to provide a wide range of workshops and programs that facilitate staff development, health, and personal growth for classified staff, faculty and administrators. [IIIA.13]

**PLANNING AGENDA:**

- None

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**III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY:**

The college has a number of mechanisms in place to ensure that Human Resource planning is integrated with institutional planning. One process that demonstrates integration is the planning for new faculty and classified staff positions. The Integrated College Operational Plan (ICOP) contains Resource Plans that describe the processes for requesting classified staff, teaching faculty, and counselors/librarians/nurses. The Strategic Planning Handbook states that the SPC, upon receipt of the Instructional Department Plans (IDPs) and Non-Instruction Program Reviews (NIPRs), shall integrate these plans into one college-wide integrated operational plan (ICOP) that creates college-wide objectives in its strategic plan.

[http://www.lasc.edu/faculty_staff/strategic_planning_committee/documents/PlanningHandbook%20update%2010.11.11.pdf](http://www.lasc.edu/faculty_staff/strategic_planning_committee/documents/PlanningHandbook%20update%2010.11.11.pdf)
On a yearly basis, departments identify the need for additional faculty and staff positions in their unit plans which are then prioritized and become the basis for institutional planning. In the fall semester, the formal process for determining faculty positions is undertaken using standards and data that focus on the college’s mission, goals, program development, and enrollment growth within a department or discipline in addition to such state mandates related to full time staff and the need to replace key classified positions.

Both the college administration and the Academic Senate develop prioritized lists based on the ICOP results that are reconciled and submitted to the college president.

The college president utilizes the institutional planning process to award faculty slots to the departments based on such criteria as growth, mandates, accreditation requirements, and support for the educational mission. This process recently resulted in the approval of four faculty positions: one in speech, a reading specialist, and two in nursing.

**SELF-EVALUATION:**

As mentioned III.A.2 above, the college has yet to establish its Human Resource Committee to cover all areas including faculty, classified, and administration. Even though the college has a Faculty Hiring Prioritization process, no such process exists for classified and administrative positions. So, the college has lately operated by filling positions only when a vacancy occurs. Sometimes the position is only filled if it is determined that the funds are available to fill that position and to not fill the position would cause undue hardship on a department, student service area, or other personnel.

Programs request personnel needs for both faculty and staff using the program review process. The Academic Senate uses the program review data as part of its criteria for providing a faculty hiring prioritization list to the president. Personnel are funded through state allocations as well as through specially funded grants and categorical programs provided to the college each year. This is especially relevant now as the district is dealing with very constrained state budget resources and associated reduced numbers of classified staff. Continuing funding remains a critical factor for the determination of new faculty and classified staff positions for the college; however, planning practices remain in place.

**PLANNING AGENDA:**

- See PAs in III.B.2 and III.D.1.c
Standard IIIA Evidence List

IIIA.1 Faculty Selection Tenure Track HR Guide:
Http://Www.Laccd.Edu/Faculty_Staff/Hr/Documents/Hrguide_R-120_Facultyselectiontentrack.Pdf

IIIA.2 Recruitment Selection Employment HR Guide:
Http://Www.Laccd.Edu/Faculty_Staff/Extranet2/Documents/Hrguide_R-000_Recruitmentselectionemployment.Pdf


IIIA.4 Volunteer Policy

IIIA.5 Hr-R-120 Rule

IIIA.6 New Employee Performance Evaluation Process:
Http://Www.Laccd.Edu/Faculty_Staff/Hr/Documents/Newemployee-Performanceevaluationprocess.Pdf

IIIA.7 FON Projection Sheet/Report

IIIA.8 Personnel Commission Handbook (Classified Employee Handbook)

IIIA.9 ATD Focus Group Trainings Binders

IIIA.10 ATD Focus Group Trainings Sign-In Sheets

IIIA.11 Adjunct Faculty Orientation Materials

IIIA.12 SLO Committee

IIIA.13 Staff Development Committee Materials

IIIA.14 Hrguide_P-110_Newhire:
Http://Www.Laccd.Edu/Faculty_Staff/Extranet2/Documents/Hrguide_P-110_Newhire.Pdf
Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.B: Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY:

From its inception forty-four years ago, Los Angeles Southwest College (LASC) has faced significant challenges stemming from the limitations of its physical plant and has addressed these challenges through careful planning and management.

With the passage of three bonds, Proposition A in 2001, Proposition AA in 2003, and Measure J in 2008, LASC began the realization of an aesthetic vision that used careful planning and good design to create an attractive venue for learning. The new designs for landscape, graphics, signage, lighting, color scheme, and security were carefully laid out in the LASC Facilities Master Plan. With the improvements supported by the bond measures, the college began meeting many of its goals. The college committed to aligning decisions with institutional plans, actions, and evaluation by participatory governance committee consensus. The college originally formed the Facilities Master Planning Committee specifically for the bond projects, but decided to continue the committee as one of its primary participatory governance committees.
The projects funded under Propositions A and AA has allowed the college to make major capital improvements, such as creating new smart classrooms to enhance the learning environment.

In fall 2007, the college began a process to update its Educational Master Plan, previously updated in 2005, to comprehensively guide its future direction and provide a foundation for planning. The 2005 Plan was reviewed in order to respond to a number of changes, including new leadership at both the college and the district. In addition, the implementation of Propositions A and AA had been underway. Their progress created opportunities to address long-standing campus needs. Finally, technological change and pressing educational issues required attention. The plan included several interrelated phases: a thorough review of the prior plan, internal and external scans, and a comprehensive campus-wide examination of all departments and disciplines. The result is the 2008-2012 Education Master Plan, which provides an update of the goals and guidelines of the original Facilities Master Plan and incorporates changes to the long-range plan so that it reflects current conditions. In conjunction with the findings of the previous Education Master Plan, it also identifies opportunities for future growth. [IIIB.1], [IIIB.2]

Current facilities plans incorporate the college’s vision and the mandates of Propositions A, AA, and Measure J bonds, which include significant alterations to the campus. The alterations include site improvements, infrastructure upgrades, construction of new buildings, renovations of existing buildings, acquisition of new furnishings and equipment, and upgrades to campus accessibility and fire safety systems. Most non-construction-related temporary and obsolete buildings have been removed or demolished and new buildings have either been constructed or are in the planning or construction stages. These projects include the following:

- Student Services Building (completed)
- Child Development Center (completed)
- Campus Entry Sequence & Pedestrian Paths (completed)
- Student Gathering Spaces and Landscaping (completed)
- Maintenance & Operations Building (completed)
- Central Plant (completed)
- Student Services Activity Center (completed)
- Outdoor Amphitheatre (completed)
- New Athletic Fields and Bleachers (completed)
- Exercise Paths (completed)
- Field House (completed)
- Parking Structure and Surface Parking Lots (completed)
- Middle College High School Building and Pool (completed)
- Renovation of Tech Ed Building (completed)

All Propositions A and AA projects were completed by the end of 2009, with the exception of the Middle College High School Building (through LAUSD Bond Agreement which is estimated to be completed in late 2011), the Fine Arts Building (which was re-scoped and included in Measure J as the Arts and Humanities Building), and the renovation of the PE facility (included in Measure J as renovation of the Fitness & Wellness Center).

To achieve the stated academic and development goals found in the college’s master plan, a review of the current space inventory, the Five-Year Construction Plan, the capacity load ratios, and
existing project proposals became necessary to make informed capital outlay decisions. State funding for community college facilities is subject to an application process that is part of the statewide annual *Capital Outlay Plan*. LASC, as part of LACCD, has participated in and benefited from this process. [III.B.3], [III.B.4]

The *Five-Year Construction Plan* compares the capacity of facilities, including those of LASC, to the demands created by the actual and projected enrollment of a college to derive the capacity load. The capacity load helps the Chancellor’s office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor’s Office each year and includes the following five components:

- Educational plan statements
- Inventory of existing space
- Enrollments
- FTE instructional staff
- Proposed facility projects

Additional local funding made available through the passage of ballot Measure J in 2008, allowed for the long-term capitalization of construction and renovation of campus facilities. With the approval of voters, school districts, including community college districts, can issue general obligation bonds that are paid for out of property taxes. Over the past several years, LACCD, including the LASC campus, has been funded in this manner through Propositions A and AA and Measure J. With the passage of Measure J, LASC is able to continue its renovations with new construction projects with the expectation of “building out the campus.” As required by the LACCD Board of Trustees for projects funded under Measure J and Propositions A and AA, each new building constructed is expected to meet Leadership in Energy and Environmental Design (LEED™) standards for green buildings and sustainability. Two of the new buildings to be constructed under Measure J bonds will be platinum LEED. [III.B.5]

The *2008 Los Angeles Southwest College Facilities Master Plan* identifies the following goals for the facilities on campus:

- Provide leadership in educational programs to support student needs
- Establish a welcoming image for LASC
- Provide a collegial campus environment
- Cultivate the college’s relationship with the community

Los Angeles Southwest College continues to support these goals as it implements the *Facilities Master Plan*. The manifestation of these goals is evident in the many new building and landscape projects under construction on campus. For example, the goal to establish a welcoming image for the college has been achieved by the addition of a new arrival plaza; the goal of providing a collegial campus environment has been achieved with the new plazas and courtyards that are becoming gathering spaces to foster communication; and the goals of cultivating the college’s relationship with the community and providing leadership in educational programs are being achieved by the construction of Middle College High School and Pool, an LAUSD/LASC joint use facility. Overall visibility and recognition of the campus within the community has been
enhanced by removing the gas station at the corner of Western Avenue and Imperial Highway and replacing it with landscape and signage identifying the college.

To date, the college has completed four new LEED™ buildings: a Child Development Center, a new Maintenance and Operations Building, the Field House, and the Student Services building; all other buildings in design and construction on campus will be LEED™ certified adhering to the LACCD Board of Trustees’ policy on sustainability.

SEL-F-EVALUATION:

Based upon the goals, themes, and guidelines set forth in the Facilities Master Plan, the Los Angeles Southwest College building program is creating a campus with a strong identity and “sense of place” that welcomes the community. The college has used the challenge of limited space and unfavorable site conditions to its advantage. The result is the creation of a tightly knit facility with clear vehicular and pedestrian circulation. Currently, all projects not receiving a “notification to proceed” are on hold as part of a district-wide moratorium pending further review. Projects planned for LASC under Measure J bond funding are identified below:

- Career and Technical Education Building (on hold)
- Arts and Humanities Building (on hold)
- Parking Structure – Northeast (under construction)
- Stormwater Project (under construction)
- CalTrans Pony Wall Project (on hold)
- Pump House Project (complete)
- Lecture Laboratory Building (on hold)
- Technical Education Building (on hold)
- School of Behavior and Social Science Building (complete)
- Little Theater Building (on hold)
- Cox Building and Annex (on hold)
- Fitness & Wellness Center (on hold)

Despite site constraints, the 2008 Long Term Campus Plan identifies two future building sites. The Career and Technical Education (CTE) Building will include programs in Business, Environmental Technology, Logistics and Transportation, and Small Business Development, potentially taking advantage of the District’s goal to utilize on-campus examples of sustainable building technology and practices as learning tools. The CTE Building is planned to be a three-story 40,000 square foot new construction project with approximately 13,500 square feet per floor. This building will also provide space for contract training, a career center and collaborations with local workforce centers. The other future building has been identified as the Arts and Humanities Building which will include Visual, Communications and Performing Arts as well as programs in Media Technology, Music, Drama and Stage Technology. Additionally, traditional humanities programs inclusive of speech and philosophy will be housed in the Arts and Humanities Building. The Arts and Humanities Building is planned as a two-story 30,000 square foot building with a promenade-type entrance at the Denker entrance to the campus. [IIIB.6]
The goals and guidelines of the 2003/08/10 Facilities Master Plan add physical improvements to the Long Term Plan that reflect current conditions and identify future opportunities. In addition, the Education Master Plan, makes further recommendations for adjustments to facilities as follows: [IIIB.6], [IIIB.7]

- Design spaces for flexibility. In other words, create Site Work for Future Building space that has the ability to change without substantial renovation in order to accommodate multiple teaching and learning styles.
- Design adequately sized classrooms to support lecture and laboratory classes.
- Create large open classroom spaces with the ability to configure seating clusters.
- Create mini Student Success Centers or computer based labs in each classroom building to provide on-line and face-to-face tutoring.
- Create a signage system that identifies buildings and interior spaces and promotes campus way-finding. This is necessary even on a small campus of close-knit buildings.
- Involve users in planning and implementation of space, especially interior space.
- Upgrade existing space to improve access.

At the completion of the new and retrofitted infrastructure, site work, buildings and landscaping projects outlined in the 2010 Facilities Master Plan and the Updated Long Term Campus Plan, the college will be equipped with state-of-the-art facilities that will greatly enhance educational opportunities, programs, and services for students, faculty and staff of Los Angeles Southwest College.

One of the challenges to the building program has been the geotechnical investigations that have revealed earthquake fault-lines and identified unevaluated areas where potential earthquake faults may exist. That and the lack of space within the campus boundaries has limited the development of new building sites on the campus.

Despite the site considerations and once these planned buildings are constructed, little remaining space will be left to add facilities. In the future, the college may choose to look off site for additional space, and consider the possibility of using existing off-site venues to supplement the facilities on campus. Locating some college facilities off campus may facilitate new opportunities for learning and provide more outreach to the community. [IIIB.6]

The LACCD Five-Year Facilities Construction Plan is reviewed annually and describes a variety of projects, new building, and upgrades. This year’s submittal includes a list of thirteen projects and new buildings completed and removed. Project Intent & Scope Forms provide detail for each project included within the college’s Five Year Construction Plan. The project priority list is outlined and arranged by proposed occupancy date. The college has identified three projects for the 2013-14 Initial Project Proposals (IPP) submittal. The Arts and Humanities Building - Visual and Performing Arts Center, Cox Building Modernization and Annex, and Lecture Lab Modernization projects are under construction. [IIIB.4], [IIIB.8], [IIIB.11], [IIIB.10]

Los Angeles Southwest College strives to meet the educational demands and desires of the communities it serves, but the lack of appropriate educational facilities and space continues to be
one of the largest obstacles in fulfilling this objective. As of fall 2011, census credit student enrollment at Los Angeles Southwest College grew 11.8% since fall 2006. College enrollment is projected to increase to 12,000 students in the next ten years. At present, the campus has sufficient capacity to meet the projected needs of the surrounding community. [IIIB.11], [IIIB.27]

In fall 2007, the Office of Academic Affairs created an Enrollment Management Committee to increase student enrollment and maximize the efficiency of classroom usage. To schedule classes and maximize room occupancy, a room log is used. Academic Affairs manually creates this log to track occupancy of each classroom and uses it to evaluate classroom usage. Each department analyzes its enrollment data to evaluate the level of growth, the need to increase or decrease sections, and to justify changes in classroom locations. The Office of Academic Affairs has identified four pressing issues that are crucial to enrollment management efforts:

- offering a full breadth of courses so students can complete program goals
- ensuring classroom space is utilized efficiently
- improving persistence to ensure students reach their educational goals
- engaging all campus stakeholders in enrollment management

The Five-Year Facilities Construction Plan utilizes capacity/load ratios to identify and evaluate current and future physical resource needs. [IIIB.4]

Participatory governance committees, such as the College Council, also participate in evaluating the institution’s facility needs. The building exteriors are maintained by the Plant Facilities Department and are in good condition. The building interiors, on the other hand, could be improved by upgrading interior finishes, lighting, acoustic treatment, furnishings, and signage, and by better space planning.

The college Curriculum Committee and the Distance Education Department assist the Information Technology (IT) Department and the Plant Facilities Department by recommending improvements in infrastructure and needed equipment for better delivery of distance education. The creation of public gathering areas with attractive and functional furniture surrounded by well-designed landscape will help to maximize the usage of the outdoor spaces. The common outdoor spaces between the buildings lack comfortable outdoor furniture and effective landscaping, e.g. shade and cooling areas. The existing lighting system is substandard, and the signage systems throughout the campus need to be greatly enhanced. The existing security and fire systems will be upgraded through the installation of up-to-date equipment monitored at a central location such as the sheriff’s station. [IIIB.4]

Measure J conducted a survey in 2009 to analyze the existing campus conditions. During this process, the evaluation team performed a thorough survey and a careful review of relevant existing building/site documents. The findings clearly identified all campus areas that are in need of both functional and aesthetic improvement. The evaluation team also identified issues that need to be addressed as it proceeds with implementing the College Educational Master Plan. The goal of the evaluation team is to develop a set of comprehensive design guidelines aimed to facilitate the successful achievement of the campus vision stated in the College Master Plan. This plan’s design manual will assist Los Angeles Southwest College with creating a user-friendly, attractive and functional educational environment. [IIIB.11]
Los Angeles Southwest College currently has a shortage of on-campus student parking. Construction of a new 608-space parking structure on the site of current Parking Lot 8 began in December 2011. Faculty and staff have two parking lots on campus: Lot 6 (30 spaces), and Lot 7 (33 spaces). There are also 35 faculty and staff parking spaces on Southwest Drive. There is currently a temporary parking lot for faculty and staff during construction of the Parking Lot – Northeast.

Once the new parking structure is complete, on-campus parking will be sufficient for the present student body and all of the faculty and staff. This parking structure will be four stories high and will have four parking levels with a photo voltaic farm on the roof to generate green power for the needs of the campus and to provide shaded parking spots on the top floor of the structure. This new structure will have state-of-the-art lighting, beautification landscaping, and security phones as well as closed-circuit cameras for the protection of all users.

The college currently does not provide a food service facility for faculty, staff and students. However, discussions are underway to determine the feasibility of building a food service facility using bond funding.

**PLANNING AGENDA:**

- None

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**DESCRIPTIVE SUMMARY:**

In addition to the mandatory new and upgraded fire and life safety systems required by DSA, in order to further protect the property, assets, students, faculty, and visitors, in 2004 LASC commissioned an electronic Security Master Plan to provide the campus with specifications for access control, CCTV, intrusion detection and emergency callbox stations. To enhance campus safety, the Security Master Plan also considers in its design natural surveillance guidelines such as those identified in the Crime Prevention through Environmental Design (CPTED). The plan follows design guidelines to achieve clear lines of sight and to use lighting, landscaping, window placement, buffer zones, and boundaries to supplement electronic systems. The plan also calls for the installation of consistent and standardized equipment, e.g. blue emergency telephones strategically located across the campus to be used in conjunction with campus operational processes. [IIIB.12]

Today, the physical college campus has most of the buildings located around a central core, thereby, increasing and improving campus identification and access. The current staff parking lots offer six carpool vehicle parking spots and ten handicapped spaces. Temporary parking spaces have been created for people dropping off or picking up children from the Child Care Center and for staff parking during the construction cycle. As mentioned above, a 608 space parking...
structure is scheduled for completion in late 2012 thereby eliminating the need for this temporary parking.

The Los Angeles Community College District has a contract with the Los Angeles County Sheriff’s Department for its campuses. A staff of 15 provides service to Los Angeles Southwest College students, faculty, and staff 24 hours a day, seven days a week, including five full-time Sheriff Deputies who work at the main campus, seven cadets who patrol the main campus and ten security officers who work on the main campus. If necessary, major support can be obtained very quickly from local law enforcement agencies in the surrounding communities. All of the event security needs are analyzed on a case-by-case basis and the appropriate amount of security is allocated for each event.

In fall 2011, the college updated and expanded its Emergency Preparedness Plan. This plan responds to a wide range of scenarios including bomb threats, earthquakes, fire, flooding, terrorist attacks, utility outages and hazardous material incidents. In addition, it requires assigning building and floor marshals to assist in evacuation and disaster situations. [IIIB.13], [IIIB.14]

The College Facilities Department has a key policy to safeguard campus buildings. The policy requires that department chairs or supervisors approve the issuance of keys to faculty and staff. Keys are not transferable and are not issued to student workers. Employees must turn in keys at the end of their assignments. In addition, the college has a Facilities Use Policy which covers general use of campus grounds, facility and space use guidelines, and fees and payment schedules for the use of facilities. [IIIB.15], [IIIB.16]

Federally mandated regulations through the Americans with Disabilities Act (ADA) are applied to Los Angeles Southwest College facilities. In 2007, the LACCD surveyed LASC faculty, staff, and students and established the LASC ADA Transition Plan. Through its bond measure in 2009, LASC further enhanced this effort with an onsite ADA architect and established an ADA Self Evaluation Plan. This effort was undertaken as part of the district’s and college’s ongoing commitment to the full inclusion of people with disabilities.

The purpose of the LASC ADA Self Evaluation is to examine all programs, services, and activities to ensure they are readily accessible to and usable by persons with disabilities. The document is designed to identify areas where changes could be made in the spirit of continuous improvement.

The Director of College Facilities oversees the overall maintenance and safety of the main campus and reports to the Vice President of Administrative Services. College Facilities has a staff of approximately 37 people, with one director, two managers, one supervisor, fourteen custodians, three gardeners, six building trades staff, five trades assistants, two clerical staff and several student workers. College facilities are organized into two main areas: Plant Facilities, and Maintenance and Operations. The Maintenance and Operations (M&O) Department is supervised by a manager who oversees custodial, shipping, receiving, and gardening services. The Plant Facilities Department is supervised by a general foreman who oversees electrical, heating ventilation & AC, plumbing, painting, carpentry, and other related services. [IIIB.17]
Los Angeles Southwest College abides by federal, state, and local safety standards, which include mandated air quality levels in the buildings, inspection of safety vessels, operation and inspection of automatic devices, and storage of hazardous material. The facilities safety standards by California Occupational Safety and Health Act (Cal OSHA) regulate machinery and workplace conditions. Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards. State agencies regulate lighting, fire escape procedures, exit doors, and fire extinguisher inspection. In addition, the Los Angeles Community College District (LACCD) Risk Management Office develops district-wide safety standards and procedures.

The District Risk Management Department makes an evaluation and works with insurance underwriters to make recommendations to improve campus safety. This department evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss-control programs, and implement risk-avoidance programs such as staff training and development. College faculty and staff members use the work order process to identify needed campus improvements; for example, individuals can make an evaluation of facility space needs or identify an American with Disabilities Act (ADA) requirement and submit requests to DSPS or Plant Facilities. If the requests are not addressed within a designated timeline, individuals may submit a request to the Work Environment Committee (WEC), which meets on a monthly basis. The WEC makes recommendations on these requests and submits them to the College Council. The WEC chair serves as the liaison between the WEC and the college president. The Maintenance and Operations Department ensures compliance with ADA requirements. Los Angeles Southwest College reviews and analyzes the needs of programs and services when planning its building through the use of program reviews, the Educational Master Plan, and architectural planning. The college communicates and collaborates with all entities on campus and takes into consideration all budgeting encumbrances, information and technology needs, overall community needs, and institutional research. [IIIB.18]

SELF-EVALUATION:

The Maintenance and Operations Department is able to handle safety concerns in a timely fashion. Requests that are not emergencies or do not pose an immediate threat to safety are then prioritized and completed when staff members become available. Although the staff is not as large as it should be, the department is able to prioritize the work so all the safety concerns and other maintenance needs of the campus are completed to the satisfaction of the faculty and staff. Due to budget restraints, understaffing is an issue, and the department is unable to complete some of the scheduled necessary maintenance tasks. Under these budget circumstances, the facilities personnel do the best possible job to ensure a safe and clean campus and to ensure the integrity of the academic programs and staff needs of the college. There is evidence that poor lighting and potential hiding places need to be addressed on campus. To date, the Maintenance and Operations Department monitors and maintains lighting. Another challenge faced by the college is that there are currently five vacancies in College Facilities which have not been filled due to recent cost cutting measures. The replacement of hardware, mechanical equipment, furniture, and fixtures is frequently a challenge, but Los Angeles Southwest College manages with the resources it currently has. While many departments would like to order new and updated equipment, priority
funding is normally routed to equipment that is in violation of safety or regulatory standards or is obsolete. Some areas and programs are able to obtain external funding for these purposes.

In May of 2006, the college purchased and installed a new online Web-based work order system called the TAMIS system. This system is accessible to all campus Web users from the Los Angeles Southwest College website and can be used to submit online work requests to Facilities, Maintenance and Operations and the IT Departments. It provides automatic e-mail receipt of work orders by maintenance, assignment to maintenance personnel and verification and completion of close out. The person who enters the work order can track the progress of his/her request online from start to finish. Through the months of May and June of 2006, the system was tested, evaluated by the campus, and refined to make it as user friendly as possible. Other schools in the LACCD have also purchased and are using this software. [IIIB.19]

The Spring 2009 LACCD Student Survey of 1,913 Los Angeles Southwest College students included questions about the quality of campus facilities and services. Fifty-five percent of respondents either agreed or strongly agreed that restrooms on campus were clean and well maintained; 82% agreed or strongly agreed that grounds and public areas were clean and well maintained; and 74% agreed or strongly agreed that campus buildings were clean and well maintained. Seventy-six percent agreed or strongly agreed that there was sufficient parking on campus and only 75% agreed or strongly agreed that the parking lots were safe, well lighted, and well maintained. [IIIB.20]

A Campus Safety Log is kept on file to maintain records of all safety problems. According to 2010 crime statistics published by the Sheriff’s Department, Miscellaneous Noncriminal is the most common crime statistic reported representing 36% of the total; this is followed by Petty Theft representing 23% of the total of the 47 incidents reported in 2010. All other types of crimes reported were extremely rare. This demonstrates that, in general, Los Angeles Southwest College provides a safe environment for its students, faculty and staff. [IIIB.22]

The main site and campus are deemed safe because adequate safety personnel are on duty throughout the day; however, students and staff using the Physical Education facilities have complained of security problems and inadequate ventilation and lack of hot shower/restroom facilities. While the campus is perceived to be safe by most students, the lack of a complete electronic security system is a concern. Los Angeles Southwest College does not have an access control alarm system to many of the campus buildings. New building plans include CCTV monitoring systems linked to the Sheriff’s Department. According to the Facilities Master Plan Report of 2010, LASC campus Sheriff’s Department has a centralized Closed Circuit Television (CCTV) monitoring system in place. This system is in place for both fire alarms and visual in the CDC and bookstore. Cadets and security officers regularly patrol the campus and their visibility adds to campus safety.

The new parking structure that is to open by December 2012 will feature emergency call boxes on every floor, and a closed circuit TV surveillance system that will be monitored by the Sheriff’s Department. As the new buildings are added and old buildings are renovated, there are plans to incorporate inside and outside security (CCTV surveillance and emergency phones) for the entire
campus. The bond program and master plan build out allowed for an integrated security plan. [III.B.23]

In the Facilities Department, it is planned that additional staffing will be required as new facilities are placed in service. It is planned that an additional custodian supervisor will be placed on the M & O staff in addition to two to four custodians. These positions will be phased in as the staffing is rebalanced to accommodate additional square footage. It is projected that two custodians will be phased in by late 2012 and an additional two custodians together with an additional custodian supervisor hired in mid 2013.

**PLANNING AGENDA:**
- See III.B.2

| III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. |

| III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. |

**DESCRIPTIVE SUMMARY:**

On behalf of the college, the District entered into an agreement with the Office of Energy Management to finance and implement an energy savings project for the campus. In January, 2000 the college implemented phase one of the College’s Energy Efficient Lighting Retrofit program. Buildings have been retrofitted with motion/occupancy sensors, T-8 fluorescent lamps and electronic ballast. In addition to the lighting program, the Cox/Theater Building Mechanical System was retrofitted with Variable Speed Drive Motors and new thermostats. New zone damper-controls were installed as well as an energy efficient Control Air Compressor during this time.

Future plans still include:

- Adding the Technical Education Building and swimming pool equipment to the campus central plant along with all of the exterior lighting controls
- Installing zone/space controls in all buildings that will allow for the efficient air conditioning and heat
- Installing motion/occupancy sensors where needed and over-hauling the four building cooling-towers
- Replacing domestic and irrigation water pumps, and connecting them to the campus Pump House
- Connect the Social Student Services Building (SSB) and all new buildings under Measure J to the campus Central Plant
All buildings constructed under Prop A and AA and Measure J are designed to varying LEED Standards. The LEED Standards for the respective new construction are as follows:

- Child Development Center – LEED Silver
- Maintenance & Operations – LEED Silver
- Field House – LEED Gold
- Student Services Building – LEED Gold (certification pending)
- School of Career and Technology Education LEED Platinum (proposed)
- School of Arts and Humanities – LEED Platinum (proposed)

The most significant improvement for energy and efficiency has been the adding of all building as it comes on line to the new Central Plant and the building of a new Pump House to provide both domestic and fire water lines.

The college will incorporate an Energy Management Systems (EMS) to efficiently manage the energy use across the campus. The EMS will allow the Facilities Department to monitor and adjust the energy setting of campus building remotely over the internet to meet the changing need of the respective buildings. Utilization reports will be generated to track energy use. As buildings are added to the EMS together with the Central Plant being operational energy cost should be decreased.

Finally, the college plans on installing a recycled (non-potable) water system for campus irrigation. Stand-alone A/C units have already been added to the Campus main switch room and information technology areas.

Annual evaluations of campus facilities are made by the Director of College Facilities and the Vice President of Administrative Services and recommendations for priorities and funding for the scheduled maintenance of existing buildings and grounds are presented to the district’s Facilities Planning and Development Department. They are then prioritized with the other nine college’s requests, and they are submitted to the state for possible funding. After the funds become available for individual projects on the campuses, the Facilities Planning and Development Department oversees the distribution and expenditures of the funds. [IIIB.4]

*Scheduled Maintenance* (SMP) needs are identified and prioritized for available funding sources by the Vice President of Administrative Services in consultation with College Facilities, faculty and staff. With the lack of state funding for the prior two-to-three years, the SMP items are still submitted for funding; however, the items are now maintained in the interim out of the college’s regular maintenance budget on triage basis.

Long-range capital planning began in 2002 and was updated again in 2010 in the *Facilities Master Plan* developed by the Facilities Master Planning Committee. The implementation and completion of this plan will build-out Los Angeles Southwest College to house an on-campus population of 14,000 students. Guiding principles have included completing the college in areas where facilities were missing, such as classroom space, parking, laboratories, office space, One-Stop Student Service Center and included renovating some of the old buildings and several new buildings. A total cost of ownership (TCO) plan is under development and discussed in more
detail in Standard III.D.1.c. In the interim, the district is providing additional maintenance resources on a year-to-year basis. A proposed change to the allocation model would include full funding of M&O costs to include newly added square footage.

**SELF-EVALUATION:**

There are varied district-wide processes already in place to evaluate and prioritize scheduled maintenance needs. Each campus identifies maintenance needs through campus and district staff on an annual basis. This information is then submitted yearly to the state for matching funds in the Scheduled Maintenance Project Program. The state has not provided SMP funding for the recent years. For the two years 2010-2011 and 2011-2012 the district, not the state, has provided approximately $108,800 and $199,190, respectively, to meet additional maintenance needs.

Individual project groups have spearheaded the process of long-range capital planning for Bond A/AA and Measure J capital improvements under the leadership and guidance of the college president, Director of Facilities, and the college’s Project Management company, the Cummings Group, which will continue to work on those goals and will combine planning with budget limitations in order to meet priorities of the college.

**PLANNING AGENDA:**

- Hire M&O staff sufficient to bring the college to a level that will effectively serve the campus needs

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY:**

Physical resource planning begins at the department or program level with identification of physical resource needs. Departments and programs plan for their physical resource needs through program planning and annual budget planning. Los Angeles Southwest College reviews its facilities needs on an annual basis through Facilities Planning Development. Requests for increased space or repair of existing facilities are considered during this process. The latest Recommendations of priorities and funding for the scheduled maintenance of existing buildings at LASC are presented to the president after the Facilities Director and the Vice President of Administrative Services complete an annual evaluation. The nine colleges and the district then meet to discuss priorities and how state funding for scheduled maintenance will be distributed among the colleges.

The Work Environment Committee (WEC) is a college standing committee with shared governance representation and chaired by an elected member. Members to this committee are appointed from various departments and collective bargaining groups to maximize campus representation. The WEC meets monthly during primary terms and considers requests from multiple sources (departments, offices, etc.). The committee, with input from the Maintenance
and Operations Department, considers privacy/confidentiality issues, sufficient working space, central location to related offices, ADA and parking access, communications and computer access, and file space. [IIIB.26]

The campus uses 65% of space for assignable offices and classrooms and another 35% for support staff. This means that as of June 30, 2011, 100% of the assignable space is currently being used to offer instructions and services on campus.

Los Angeles Southwest College reviews its facilities needs on an annual basis through facilities planning and development. Requests for increased space or repair of existing facilities are considered during this process. Approved requests are included in the Five-Year Facilities Construction Plan submitted to the state. The latest version was submitted on August 1, 2010. [IIIB.4]

Through the review of the Educational, Facilities, and Technology Master Plans, unit assessments, and requests for equipment, the college is able to evaluate and prioritize the need for physical resources. When determining equipment replacement for program and service needs, Los Angeles Southwest College reviews federal, state, and county code regulations while abiding by district purchasing policies. In meeting the needs of its programs and services, the institution evaluates the effectiveness of the facilities and equipment by gathering information from college stakeholders. In addition, the college ensures that the institution is effectively using its physical resources by monitoring enrollment trends and evaluating facilities and equipment for efficient usage. The college also reuses salvageable equipment in order to keep advanced technology costs at a minimum while planning for future growth in technology. [IIIB.24]

*The Five-Year Facilities Construction Plan* and the Annual Space Inventory Report include the capacity/load ratios, which are based on current and projected enrollments. These figures are developed in *FUSION* (Facility Utilization, Space Inventory Options Net), which is a framework designed for the California Community Colleges (CCC). *FUSION* is a Web-based system that streamlines the CCC’s current facilities planning process and works in conjunction with the California State Department of Finance. The Maintenance and Operations Department updates these plans yearly. [IIIB.3], [IIIB.4], [IIIB.25]

The strong emphasis on campus sustainability is aimed at creating buildings that have a low impact on the environment, provide good indoor environmental air quality for students, staff and faculty, and create long term energy savings.

**SELF-EVALUATION:**

The institution bases its physical resource decisions on program and service’s needs as evidenced by the buildings recently constructed and those in planning stages for construction. Many of these facilities had been previously identified in the *Educational Master Plan*. The effective use of physical resources, at least in terms of scheduling classes, is done through the Academic Affairs Office and the Enrollment Management Committee. The revised participatory governance model includes a Facilities Planning Committee, which should facilitate a more inclusive discussion of
facilities planning, ensure the integration of physical resource and institutional planning, and assess the effective use of physical resources.

To allow for an efficient procurement process, larger bulk purchase requests should be considered priority. The bond program seeks to procure furniture, fixtures and equipment (FF&E) primarily by bulk purchasing agreements. Any replacement or new furniture is primarily selected from the catalogs made available to user groups for the Proposition A/AA and measure J acquisitions. User groups on occasions have visited vendor showrooms to get a first hand feel of the office/classroom environment. The user groups make recommendations to the president for acquisitions. Recommendations consider the critical elements of budget and college standards.

**PLANNING AGENDA:**
- None
Standard III B Evidence

III B.1 2005 EMPs
III B.2 2008 EMPs
III B.3 LACCD 2009-10 Space Inventory Report
III B.4 LACCD 2010-2014 Five-Year Facilities Construction Plan
III B.5 Current Facilities Plan
III B.6 Long Term Master Plan
III B.7 Educational Master Plan
III B.8 The Master Plan Campus Map Latest Version
III B.10 Five-Year Facilities Construction Plan By Priority And Occupancy Dates
III B.11 LASC Evaluation Of Existing Conditions – Cummings Architects
III B.12 Security Master Plan
III B.13 Emergency Preparedness Plan 2010-2011
III B.14 Emergency Preparedness Plan
III B.15 LASC Facilities Department Key Policy
III B.16 LASC Facilities Use Policy
III B.17 College Facilities Organizational Chart
III B.18 Work Environment Form - WEC
III B.20 LACCD Fall 2009 Student Survey
III B.22 LA Sheriff’s 2010 Crime Stats
III B.23 Security Strategic Plan For 2011-2013
III B.24 Technology Master Plan
III B.27 LACCD Research And Statistics Website:
Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.C: Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY:

The college Technology Planning Committee (TPC) seeks to fulfill its charge to “lead, plan, and coordinate the application of technology to execute the college’s mission and the achievement of its goals and objectives” (LASC Educational Master Plan 2008-12). This committee assesses the college’s technical infrastructure and makes recommendations for upgrades. The Technology Committee meets on the second Thursday of each month and, if needed, the fourth Thursday as well. The committee is composed of faculty, staff, students, and administrators.

The assessment of campus technology needs has been the responsibility of the campus Technology Committee, which includes representation from all college constituency groups, with faculty comprising 50% of the membership. In 2007, the Technology Committee undertook an assessment of the effectiveness of the campus technology replacement policy and the college’s current and future technology needs in order to draft a comprehensive long-term technology plan. By November 2008, the Technology Committee had completed this assessment and had forwarded a draft plan to the appropriate campus participatory-governance committees for review and approval. The plan was approved...
Los Angeles Southwest College makes decisions about technology services, facilities hardware, and software according to its strategic planning and allocation model. The Strategic Planning Committee oversees this process by which the college develops both long-range and annual plans. Based on program reviews, the Technology Planning Committee provides guidance and direction on the technology needs of the college. In addition, the District Technology Planning and Policy Committee (TPPC) creates policies to address security and infrastructure needs for all campuses. The TPPC makes recommendations to the college about its selection of equipment and security needs. The college Technology Planning Committee uses these recommendations in the implementation of its technology security systems. [IIIC.12], [IIIC.13]

Although the TPPC makes decisions that affect LASC, the college has representation on this committee, as do the other district colleges. Examples of decisions that have affected the college are the adoption of a standard for “Smart Classrooms” and the adoption of specific software systems, such as Electronic Curriculum Development systems (ECD). At its monthly meetings, this committee discusses technologies supplied by the district. This district committee provides input to colleges to help them develop technology standards to be incorporated in new construction and renovation projects using Measure J funds. Planning for these funds takes place at Building User Group (BUG) meetings composed of the staff, administrators and faculty who will be placed in a given building. The BUG meets with the Design Build Contractors to provide input, feedback, and recommendations on technology requests to the college president, who makes the final decisions.

The Technology Committee takes a proactive and holistic approach to assessing and identifying the college’s technology needs and the distribution of technology for the entire campus. LASC’s Technology Plan, developed and evaluated by the committee with campus-wide input, defines the types of technology required by the college in the future. The plan is part of LASC’s overall Educational Master Plan. The Technology Plan guides the technology purchases for the college, which may come from bond funding or other sources.

Many college operations are supported by the district Educational Services Center, which provides support for district-wide technologies including hosting and supporting the Student Information System (SIS), and an Enterprise Resource Planning System (SAP) for financials, accounting, human resources, procurement, and a number of administrative systems. Plans for other functions to be incorporated in SAP include asset management, budget formulation and a comprehensive maintenance management system for facilities and technology support. [IIIC.4], [IIIC.5], [IIIC.6], [IIIC.8], [IIIC.9]

The bond funds approved by the voters of Los Angeles in Propositions A and AA and in Measure J have provided educational facilities and new technology. The following are examples of some of the new technologies employed at LASC over the past few years:

- Gigabit connection on the backbone – Multiple strands of Single Mode and Multimode Fiber Cable were run between the Main Data Frame room and the Intermediate Data...
Frame. Layer two switches were used to deploy multiple Broadcast Domains, thus providing better connectivity and security.

- Smart Classrooms – 20 classrooms were created in the Tech Ed building and five in the Child Development Center with Smart Technology to enhance instructional delivery in the classroom. The equipment provided opportunity for the faculty to engage students in a more interactive environment.
- Furthermore, all classrooms will be “smart classrooms” by the completion of the current building and remodeling projects.
- Structured Infrastructure - Cisco switches were used to deploy multiple Broadcast Domains thus providing better connectivity and security.
- Migrating to Virtual Servers and Storage – 90% of servers were moved to the virtual environment using HP Blade Servers and SAN connected to it.
- Migrating to Exchange 2007 – LASC was the first campus in LACCD to migrate to Exchange 2007
- Switching to VOIP – All new buildings were equipped with the VOIP phones
- Wireless Connectivity – most of the structures built under A & AA were deployed with Wireless Connectivity.

Los Angeles Southwest College’s distance learning program uses Moodle as its course management system, and has contracted with Remote-Learner for hosting. Remote-Learner maintains fully-redundant servers in several secure locations, with nightly differential backups. Each college has its own virtual machine instance, so that one institution cannot affect the service for others. By participating in this cloud-based model, LASC can be sure of having the resources needed, now and in the near future.

In the spring 2011, the college president received the recommendation from the Distance Education (DE) Committee to transition to Etudes as its Learning Management System. This process of changing the CMS began early in the year with presentations from numerous companies. Etudes allows remote hosting, 24/7 technical support, and technical assistance. This LMS is used by various community colleges in California including Foothill College, Mira Costa, El Camino and six of the LACCD colleges. Etudes offers centralized hosting, support, site and account management, training and staff development opportunities. Etudes also develops learning software focusing on content authoring, collaboration, assessment and retention with a special emphasis on distance learning. [http://etudes.org/index.html](http://etudes.org/index.html) [IIIC.10], [IIIC.11]

Etudes set up a no-cost pilot for 14 faculty members in spring 2012. The DE Committee will assess Etudes during this period and prepare the entire college for the transition to fully implement Etudes by fall 2012.

The college deployed the Blackboard Mass Communication System in 2010, which allows LASC to communicate with the college community instantaneously, sharing time-sensitive information easily, engaging with anyone however he/she prefers—voice, text, email, and even social media. With tools like this, the college has built a better educational experience that brings the community together and enables LASC to engage more students in exciting new ways, reaching them on their terms and devices—and connecting more effectively, keeping students, faculty, and staff informed, involved, and collaborating together.
Most importantly, a Mass Communication System is crucial in any case of emergency as it is critical to quickly and accurately notify all staff, faculty and students of threats, and provide instructions and updates to assess the status of an emergency situation in real time. Using the employee contact information from the district database, LASC has been testing its Mass Communication System to notify employees in case of an emergency situation. Employees received a test alert message through multiple media of communications, such as – campus email address, personal (outside) email address, voice message and text message. The system has also been used to distribute important informational messages to our employees. In addition, it is used to notify students of pertinent information, such as the closing of the campus or general information about financial aid, registration, and various campus events. There is a mass communication form that is used to capture all of the pertinent information which is forwarded to Admissions so that the appropriate student group can be created which contains the students email or telephone numbers. The message is written on the mass communication form, and the student population containing the email or telephone numbers is forwarded to IT, which sends the message on to the identified population.

SELF-EVALUATION:

Los Angeles Southwest College is striving to meet the technology needs of the communities it serves, and has made great improvements recently as a result of bond funding, but will need to continue to seek sources of funding via grants and other means in order to support the infrastructure and long-term maintenance of new technology. In addition, the campus has recently employed the use of social networking mechanisms such as Twitter and Facebook. The Technology Committee is working to expand the Technology Replacement Policy to reflect the current budget shortfall. The Blackboard Communication system is a critical component in the college’s commitment to functioning as the primary source of reliable information for campus constituents. This service also helps the college meet student expectations regarding rapid communication as students today are always connected, and there is an expectation that information will be delivered instantaneously. In the past year, 35 messages have been transmitted to the LASC Faculty, Staff and Students using Blackboard Mass Communication System. See attached document for evidence report log. [IIIC.14], [IIIC.15], [IIIC.16], [IIIC.17], [IIIC.19]

The Directors of IT and Facilities make recommendations directly to the college president for technology needs that may not be captured by the Technology Planning Committees. In the absence of the Vice President of Administrative Services, the college president had to assume this role and work directly with both departments to ensure the technology and facilities needs of the campus were met. A new Vice President of Administrative Services was hired in January 2011. [IIIC.32]

PLANNING AGENDA:

- None
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College faculty, staff and students use DEC, the student information system, to transact business. Faculty access DEC through the Faculty Services Instructor System via the campus intranet to the District. All faculty are issued a login and password from the IT department for their personal use of the system. Faculty use this system to download or view their class roster(s), grade roster(s), process exclusions and to send email to students. Faculty who are not familiar with the system can refer to their Faculty handbook for instructions, or the Online Faculty Services Manual, located on the District website. There are also PowerPoint presentations which provide information on how to use the system. In addition, Admissions and Records staff assists faculty who have never used the system before and are in need of assistance. [IIIC.73], [IIIC.74], [IIIC.75]

Faculty teaching online courses are trained how to use the online software, such as Moodle and Etudes, before they are allowed to offer online instruction. Training is frequently provided as a Flex activity so that it is available to those who wish to make use of it. Additionally, training is offered by IT staff and the Moodle and Etudes administrators.

Staff members use DEC by logging directly into the system via an icon on their office computers. They are assigned access according to their respective assignments and roles on campus. Admissions and Records staff have access to DEC screens that permit them to perform processes that are specifically a function of Admissions and Records, for example, they are allowed to process admissions applications, register students into classes, assign and modify registration appointments, change bio/demo student information, and assign or change grades (upon approval). Most staff members obtain training from their immediate supervisors who are responsible for staff training. Staff members are not given update access to any DEC screens until their supervisor has submitted a form to IT (attached) that says they have been trained to use the screen. [IIIC.76], [IIIC.77], [IIIC.78]

Students use the Student Information System to enroll in classes. They obtain access once they have been officially admitted to the college. They are issued a student Identification number and a Personal Identification Number (PIN) for the purpose of logging into the system. Once they login, they are able to register for classes, view their holds, view their registration appointments, and view their unofficial transcript. The students do not log directly into DEC; instead, they log into the Student Information System which is located on the campus homepage (Register for Classes link), which allows them to update their information and immediately updates DEC. Instruction is provided in each version of the Schedule of Classes, and at Admissions’ Office workstations that are available for student use. At non-peak hours, student service personnel often help students with one-on-one guidance in using these online services. [IIIC.79], [IIIC.80]

The IT Department, Student Success Center, and Staff Development Committee make technology training available through face-to-face workshops and online seminars. Surveys distributed at the conclusion of staff development activities allow participants to assess the effectiveness of this
training. [III.C.20], [III.C.21], [III.C.22], [III.C.23], [III.C.24], [III.C.25], [III.C.26], [III.C.28], [III.C.29], [III.C.30], [III.C.81], [III.C.82]

SELF-EVALUATION:

Technology workshops held on Flex days and other intermittent times attempt to address the technology training needs of faculty who want to use technology in the classroom. Campus-wide surveys, such as the fall 2010 Campus Climate surveys and other research methodologies, e.g., focus groups, will continue to be used in assessing faculty, staff and student needs for training in specific areas of technology. Consequently, the college will do more in the future to formalize and make available technology training. For example, the new Etudes platform for online classes (piloted in spring 2012) will provide a 24/7 help desk for students and instructors in online classes. In addition, the instructors will receive training from Etudes as part of the software purchase in how to develop their online classes using Etudes.

PLANNING AGENDA:

- None

### III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY:

The IT department is responsible for all maintenance and repair of technological infrastructure and equipment. It troubleshoots and repairs computer hardware, resolves software and network related problems, ensures a secure technical infrastructure, supports the multimedia system, and maintains the phone/voice mail system. When needed, IT seeks external support to repair technological systems. The IT department consists of a manager, four technicians, and a specialist who perform setups and repairs. Currently, the IT Manager reports to the college Vice President of Administrative Services. The IT Manager serves as co-chair of the Technology Planning Committee and makes recommendations to the committee to address any issues that are presented by the campus. Also, the IT Manager serves on the District’s Technology Committee.

Periodically, IT performs systems updates to fix bugs in systems that are discovered after release and updates security solutions to ensure systems are up-to-date to prevent viruses, malware and spyware attacks. Staff creates periodic snapshots for key production servers in LASC’s virtual environment which houses more than 90% of its production servers. These snapshots can be used to create a new server or restore a server to previous functioning in the case of a malfunction or total crash of a server with minimal downtime. [III.C.35], [III.C.36]

Backup Exec 2010 backs up all the key servers in LASC’s environment to give a wide range of restore options such as restoring specific data in a data base or restoring a deleted email. Data is backed up to the college Storage Area Network (SAN). In the near future, another system, Quantum Superloader, will provide secondary backup to tape. (Symantec Backup 2010 - Secondary backup). [III.C.37],[III.C.39], [III.C.42]
To eliminate a single point of failure at the physical switches, the IT Department has created multiple broadcast domains to separate the campus intranet logically. This provides continuity of production in the event of a hardware failure in one switch either in the virtual environment servers or in the storage servers.

Presently, Standby and Emergency Backup Generator Systems does not supply power to Key System Functions of the college. Therefore, the Main Data Frame (MDF) and the Data Center have Uninterruptable Power Sources (UPSs) to supply power to the connected load from a primary AC source. If that primary source becomes unavailable, the system will automatically and seamlessly begin sourcing power from the secondary source. In the MDF ‘APC Symmetra LX’ and ‘APC Extended XR’ provide up to 3 hours and 29 minutes of run time on battery after power loss. In the Data Center the ‘APC Symmetra PX’ provides 41 minutes of runtime in the event of power loss. Part of the phone system is connected to the backup generator, so these connections stay on much longer in the case of a power failure.

Multiple batteries in the ‘APC Symmetra LX’ system installed in the MDF need replacement which affects the actual run time. Replacing the worn-out batteries would allow an extended period of electrical power to the connected devices in the case of a power failure. The plan to connect the UPS to the building power generator will further extend this time.

The current budget shortfall creates challenges to replace or upgrade technology. Nevertheless, the Technology Committee is working to expand the Technology Replacement Policy to deal with this issue. The Computer Science department has a recycling practice. State-of-the-art computer equipment is purchased for classes with heavy computing requirements. After about 18 months, this equipment is reconfigured to be used in classes in which the computing power demands are not as great; the cycle then repeats. [III.C.44], [III.C.45]

Additionally, the district has been assessing its legacy outdate Student Information System (SIS) and is moving forward immediately with plans to purchase a new system, which will upgrade and replace the district’s current SIS systems with the latest technology, security, and data management software. The transition to the new system has an implementation and training phase that is scheduled to be completed over the next two to three years. Also, the Financial Aid Office acquires, maintains and upgrades computers on a regular basis per federal requirements to run the latest software.

**SELF-EVALUATION:**

Los Angeles Southwest College has effective processes in place to plan for its technology needs. A continuing problem is the lack of IT staff to maintain computer needs of the entire campus, especially as new facilities come on line. When asked in the fall 2010 Campus Climate Survey if information technology staff were available and responsive to their needs and requests, 71% of respondents agreed, 20% were neutral, and 8% disagreed. [III.C.46]

Recent bond-funded construction has included adequate support for technology and related infrastructure, but the college will have limited funds to continue to support the infrastructure and
long-term maintenance of costly new technology. The college has conducted the following practices to help alleviate this issue: purchased a five-year warranty for hardware (parts, labor, technical support….); extended maintenance and upgrade support for software; and bundled in a training component (free trainings are a part of new installations). Science, Technology, Engineering and Math (STEM) programs subscribe to programs like Microsoft Academic Alliance, Adobe Academic Pricing Program and the California Community College Foundation Educare program. These programs allow STEM departments to purchase software and some hardware at extremely reduced prices. Also, textbook publishers provide most STEM departments with “lab grants.” These funds are used to purchase/replace aging hardware and software. The college IT department deals with maintenance systematically; it has extensive plans to further protect campus systems in power failures and enable disaster recovery. [III.C.47], [III.C.48]

During the meetings with Construction Program Manager (CPM) the importance of the IT Strategic Plan as well as the Security Strategic Plan was repeatedly emphasized as it guides future technology projects. During these meetings, it was reiterated by CPM that both plans needed to be completed first as they were the basis for the Campus Wide Technology Upgrade, Campus Wide Infrastructure Upgrade and Campus Wide Security Upgrades projects.

The scope for these technology projects was designed out of these aforementioned plans, based on the goals and objectives and then bundled into the before-mentioned projects under Measure J. The Security Strategic Plan would bring out projects like the Blue Phone Upgrade, Security Camera System Evaluation and Upgrade, etc. Further items are pointed out in the Strategic Plan under Point 7 in the Implementation Schedule. The IT Department submitted a project list in March of 2011 for the president’s approval. Each project would be comprehensive multiple phase tasks that lead to improved technology. [III.C.49], [III.C.50]

**PLANNING AGENDA:**

- None

**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

**DESCRIPTIVE SUMMARY:**

With technologies ranging from free Wi-Fi on campus, to electronic archiving of curricular materials, to computer-assisted instruction in the library, Los Angeles Southwest College uses technology to develop, maintain and enhance its programs and services.

Resource requests, such as new computers, are first identified in the program review document. Each discipline outlines new items or changes to existing programs required to meet Student Learning Outcomes (SLOs). Resource requirements to support these program changes are identified and passed on to committees, such as the Budget Committee, where they are prioritized based on program impact and potential for success. In addition, the faculty LACCD/AFT contract states that all fulltime faculty should have their own computers and that all part time faculty should have access to computers.
Email and web-based information systems support planning and decision-making processes. Committees maintain websites with their charges, minutes, key documents, and links to useful resources. ECD allows users to consult all approved curriculum, to create new curricular documents, and to sign off on documents, with each step preserved on the web. LASC is a pilot campus in the development of the LACCD’s Institutional Effectiveness System. This system will allow for the completion of program reviews online and streamline the articulation between the program review objectives and other aspects of college planning.

Students can complete most admission-and-records-related tasks online, including:

- apply for admission (and view a tutorial on how to do so)
- consult the catalog and schedule of classes
- register for classes
- drop classes
- pay fees
- check grades
- order transcripts

The Admissions Office uses an automated text and phone messaging system to send students and staff alerts. It also provides computers in the registration area for student use. The Student Success Center offers computer-assisted instruction through various internet and software resources, and the Disabled Student Programs and Services offers assistive computer technology. The TRIO Programs use an electronic database collection system, called Campusol Blumen, to track project performance in preparation of annual reports to the U.S. Department of Education. The library does its cataloging online through an Online Computer Library Center (OCLC), and has online databases available to students and staff both in the library and online.

**SELF-EVALUATION:**

The college seeks to leverage its technology to function at the highest level possible. By necessity, low-cost and free technologies predominate. Technology helps students receive funding for their education. Students complete the basic financial aid application at FAFSA.gov. Since fall 2010, students may receive financial aid disbursements through a debit-card-like system called "myLACCDcard." At the LASC Financial Aid Office, a numbering system called “Fast Track” helps students meet with a Financial Aid staff member or submit forms without waiting at the office by providing a number and the approximate time of appointment. Student Services uses SurveyMonkey to collect student satisfaction feedback and maintains a list of frequently-asked questions on the campus website to better serve students.

Students in distance education classes no longer have to sign up for the course management system; once they have registered for an online or hybrid class, they are automatically set up in Moodle. In fall 2006 the college offered only nine classes online. By fall 2009 that number had increased to 50 (about 10% of credit classes) with an average enrollment of 35. Due to state budget constraints, the college has reduced its online offerings; nevertheless, in fall 2011 9% of LASC classes were offered online. [III.C.51], [III.C.52], [III.C.53], [III.C.54], [III.C.55], [III.C.56], [III.C.57], [III.C.58], [III.C.59], [III.C.60], [III.C.61], [III.C.62], [III.C.63]
**PLANNING AGENDA:**
- None

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### III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY:**

The Strategic Planning Committee integrates institutional plans such as the Technology Plan into its college wide planning which culminates in one integrated Strategic Plan spanning three years. Each year, beginning at the program level, the college moves its plans upward into one annualized version of the Strategic Plan known as the Integrated College Operational Plan (ICOP). These annual updates require programs to align their objectives and resource allocation requests for the year with the long range strategic goals of the college. The technology and committees uses the ICOP in recommendations to the president to allocate the needed technology resources to the various programs and departments.

There is ongoing communication between the technology consultants to the bond and the IT department at the college. The IT department is intractably involved in the technology infrastructure development as well as equipment purchases funded through the bond. Within the Educational Master Plan there is a technology component which identifies the areas where improvements are necessary. Pending funds availability, projects are created to fill gaps in campus technology needs. The Technology Committee meets monthly to discuss and evaluate college technology goals and needs. However, the budget situation on the campus and in the district does not allow for expenditures on all priorities. The budget committee considers all resource requests annually and consults with the College Council. After consulting with College Council, the Budget Committee finalizes a prioritized list of resource requests, including requests for technology, which it forwards to the president for a final decision.

Annually, individual programs identify needs for hardware and software resources via the academic and non-academic program reviews and unit planning process (discussed in more detail in Standard I.B). The Facilities Committee identifies any facilities required to house the new technology. The Strategic Planning Committee includes the requests in the Annual Integrated College Operational Plan (ICOP). After input from across the campus, the Budget Committee prioritizes requests based on needs of the campus and available funding opportunities and makes its recommendations to the college president, who makes the final decisions.

The college takes technology requirements into consideration in deciding whether or not to initiate new programs, many of which have high costs. Many programs suggested by participants in workforce development have high equipment costs because their curricula are technology-intensive. Unless partnerships with local businesses provide funding for equipment purchases or
lending of training facilities, delivering such programs may fall beyond the financial capacity of the college. Sometimes a decision not to offer a particular program is based on a realistic assessment of resources.

The Computer Science program is developing curricula to offer a certificate program leading to an AS Degree in Computer Forensics. This program will require new hardware, software, forensic furniture, technology support services and a laboratory facility. Computer Forensic laboratories must be certified. While researching the requirements for this program, the Computer Science department contacted the Community Outreach Department of the FBI. The FBI has the largest and best equipped Computer Forensics lab in the country. A Computer Forensic Expert from the LA Chapter of the FBI was invited on campus as a guest lecturer to speak to computer science students and faculty about computer forensic careers, academic resource requirements, and employment opportunities with the FBI. He also agreed to inspect the department’s laboratory facility to ensure it meets certification standards.

SELF-EVALUATION:

Los Angeles Southwest College has effective processes in place to plan for its technology needs. The past Technology Plan ended in 2011. Thus, the Technology Committee recently developed a new long range plan that details the college’s technology needs. It is integrated with the college 2008-2012 Educational Master Plan, and the district long-range technology plan. The new long range technology plan was developed in fall 2011 and is currently begin finalized as it is vetted vis-à-vis the participatory governance process. This new plan will guide technology decisions over the next three years. This new technology plan addresses the growing emphasis on technology in course delivery, on-line platforms, maintenance, and equipping new buildings and offices. [IIIC.65], [IIIC.66], [IIIC.67], [IIIC.68], [IIIC.69], [IIIC.71], [IIIC.72]

PLANNING AGENDA:

- None
Standard IIIC Evidence List

IIIC.1 Technology Committee Membership
IIIC.2 2008-2011 Technology Plan
IIIC.3 New Technology Plan
IIIC.6 LACCD Sis:  [Https://Eweb2.Laccd.Edu/Webstudent/Signon.Aspx]
IIIC.8 Blackboard Mass Communication System Doc
IIIC.9 Message Log As Of 11/27/11
IIIC.10 Etudes Student Management System:  [Http://Etudesproject.Org/Index.Html]
IIIC.11 Technology Committee Website:  [Http://Www.Lasc.Edu/Faculty_Staff/Technology-Committee/Tech_Committee_Docs.Html]
IIIC.13 LACCD Administrative Committees
IIIC.14 Technology Replacement Policies
IIIC.15 Cummings Construction:  [Http://Www.Cummingcorporation.Com/Sectors/Education/Los-Angeles-Southwest-College]
IIIC.17 Technology Plan/Committee/Minutes:  [Http://Www.Lasc.Edu/Faculty_Staff/Technology-Committee/Tech_Committee_Docs.Html]
IIIC.20 Student Success Center
IIIC.21 Personal Development “End Of Workshop” Assessments
IIIC.22 Flyers From Professional Development
IIIC.23 Flyers From Student Success
IIIC.24 Flex Activities And Report On Attendance
IIIC.25 Staff Development Committee
IIIC.26 Staff Development Website:  [Http://Www.Lasc.Edu/Faculty_Staff/Staff_Dev/About_Us.Html]
IIIC.28 Spreadsheet-Faculty Flex Attendance
IIIC.29 LASC - 2011-12 Flex Calendar Data Form
IIIC.30 Final Flex Planning And Certification Letter 2010-11
IIIC.32 List Of Technology Requests Submitted To College President
IIIC.35 VMWARE Snapshots
IIIC.37 Symantec Backup/Recovery Information:

IIIC.39 APC Symmetra LX – UPS For MDF

IIIC.42 Quantum Super Loader 3 (Secondary Backup):

IIIC.44 POS Purchase Order

IIIC.45 IT Replacement Policies

IIIC.46 Fall 2010 Campus Climate Survey

IIIC.47 5-5-5-Technology Warranty

IIIC.48 IT Maintenance And Security Procedures

IIIC.49 IT To President For Projects

IIIC.50 List Of IT Projects 2011

IIIC.51 DE Report 2006-2011

IIIC.52 Education Master Plan:
Http://Www.Lasc.Edu/Faculty_Staff/Strategic_Planning_Committee/Documents/Educationalmasterplan.Pdf

IIIC.53 LASC Functional Map:


IIIC.55 LASC Technology Committee:  Http://Www.Lasc.Edu/Faculty_Staff/Technology-Committee/Technology_Committee.html


IIIC.58 LACCD Technology Strategic Plan:


IIIC.60 The List Of ITV Classes Offered By The College:  Http://Www.Lamission.Edu/Itv/

IIIC.61 The Number Of “Hotspots” Available Around The Campus

IIIC.63 The Number Of Open Computer Labs On Campus

IIIC.65 The New Technology Plan

IIIC.66 Facility Master Plan:

IIIC.67 LASC Facility Plan Update:

IIIC.68 Program Review Documents

IIIC.69 Mini Program Review Documents

IIIC.71 District Wide Technology Committee Meeting (Monthly) Minutes:

IIIC.72 LASC Strategic Planning:
Http://Www.Lasc.Edu/Faculty_Staff/Strategic_Planning_Committee/About_Us.Html

IIIC.73 LACCD - Faculty System - Instructor Login Link:  Https://Services.Laccd.Edu/Wfac/
IIIC.74  Online Faculty Services Manual
IIIC.75  Web faculty-Instructor-System-Reference-Guide
IIIC.76  Student Services Mass Communication Form
IIIC.77  DEC Online Access Authorization Form
IIIC.78  DEC Access Procedures
IIIC.79  Registration Procedure For Computers
IIIC.80  Online Registration Instructions
IIIC.81  Email Documenting Tech Training For Employees
IIIC.82  Staff Development Calendar Spring 2010
Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.D: Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY:

Standard I.B.2 describes Los Angeles Southwest College’s robust planning process. At each step in the process, the college mission and goals inform both long-term and short-term plans. LASC financial plans are derived from this planning process. [IIID.1]

A key budgeting tool is the annual Integrated College Operational Plan (ICOP). The Strategic Planning Committee (SPC) drafts the ICOP each year on the basis of the annual plans proposed by programs and departments through their program reviews (described in Standard I.B.3) and by the 10 committees charged with college-wide planning. The SPC also consults the college’s three year Integrated Strategic Plan (ISP) and the district’s strategic plan in drafting the ICOP. After college-wide review and comment, the college president approves the final ICOP for the coming year. The ICOP captures the goals and objectives of the college for the upcoming year.
Before drafting the coming year’s budget (detailed in Standard III.D.1.b), the Budget Committee reviews all resource requests from the divisions and prioritizes the results based on meeting the goals and objectives of the ICOP. The committee’s deliberations include the opportunity for programs and departments to schedule budget request presentations, and for the Budget Committee to request such presentations. The committee only considers requests which have arisen in the planning process as outlined in the Planning Handbook.

In the committee’s Resource Allocation Prioritization document, recommended resources are allocated to specific objectives identified by the Strategic Planning Committee, distinguishing between objectives that are part of the ongoing budget and specific annual requests resulting from the program review process. The committee works by consensus. After receiving feedback from the College Council, the Budget Committee forwards its recommendations to the college president for final approval. If the president decides to depart from the SPC or Budget Committee’s recommendations, the president provides timely written explanation of the reasoning behind the decision.

**SELF-EVALUATION:**

The systematic development of the annual ICOP and Resource Allocation Prioritization assures that LASC collects fiscal requests campus-wide and prioritizes them in a fair manner each year. In the current budget climate, funding short-term needs is the necessary focus.

LASC’s Integrated Strategic Plan guides funding priorities. It is updated according to the three year strategic planning process, making revisions to previous priorities and recommendations. In fall 2011, the campus approved and began implementing its new 2011-2014 Strategic Plan.

It should be emphasized that student learning is the primary concern in all of LASC’s planning and budgeting processes. This is not only reflected in the mission statement “to facilitate student success” but also in the strategic plan. For example, student access to the college’s offerings and support services and student success and learning are the top two goals in the 2011-2014 Strategic Plan.

In order to streamline program review, LACCD has been working with campus researchers, faculty, and other groups to build an Institutional Effectiveness Systems (IES) software designed to provide an online platform adaptable to the various colleges. The IES software will also allow integration of college planning processes, and in its final phase be used to monitor student learning outcome assessment data to facilitate course, program, and institutional improvements. IES is currently being piloted by various colleges in the district.

**PLANNING AGENDA:**

- Pilot and implement the LACCD IES for online program review and planning
III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**DESCRIPTIVE SUMMARY:**

The Los Angeles Community College Board of Trustees has established a process for financial planning and budget development which is described in the annually published Budget Operations Plan Instruction Book from the district. Each of the nine colleges in the district determines how to achieve its goals using its allocation of the district’s annual budget.

The state of California allocates funds to community college districts using a legislatively-determined formula that attempts to equitably and transparently take into account the number of students served (expressed as Full-Time Equivalent Students, or FTES) along with factors such as the size of each college. LACCD uses a similar formula to determine the allocation for each of its colleges. The district requires each of its colleges to budget based on the college’s own projected FTES, with additional funds provided for the smaller colleges. The state formula, through SB361, provides base funding of $3,321,545 that recognizes the fixed costs for operating a college with fewer than 10,000 FTES. An additional supplement of $500,000 with annual COLA adjustments, through the district’s allocation formula increases LASC basic allocation to $3,875,136 for fiscal year 2012. This supplemental funding for basic allocation has been in place since 2008. [IIID.2], [IIID.3]

LASC determines its annual budget by emphasizing student learning and working with each department through the planning process outlined in standard III.D.1.a. The budget committee follows the process established in the LASC Strategic Planning Handbook and makes recommendations to the president in order to create a tentative college budget.

As the fiscal year progresses the college tracks spending and adjusts its budget accordingly. The college submits monthly budget reports to the district. Quarterly, the college president and vice-presidents meet with the district chief financial officer and other budget officials to provide a thorough budget update. These reports include the percentage of budget remaining for each account as well as summarized allocations. The college president meets with the Strategic Planning and Budget Committees, Academic Senate, and College Council to provide current budget information and discuss annual planning. Individuals involved in institutional planning receive updated budget information such as monthly budget reports, allocations, and current status of FTES for anticipated fiscal commitments. Administrators track current budget information via the SAP system and Salary Distribution Reports.

The LACCD’s Chancellor sends periodic emails regarding the budget outlook. Weekly updates from the McCallum Group (MGI) sent to college presidents and district Academic Senate presidents also include budget updates. [IIID.4]

District staff review college and district budgets on a monthly, quarterly, and annual basis. On a quarterly basis, the college administration meets with district staff to review FTES projections and budget allocation. The district adjusts staffing and productivity goals every semester based on prior term results and other changes in conditions. The deficit identified after the first quarter
is usually significantly reduced by the end of the fiscal year. After the first quarter it is difficult to project end-of-year expenditures depending on several factors inclusive of actual utility costs, actual hourly instructional costs, actual benefits, etc. The trend has been that after the third quarter of any year, a closer determination of the deficit is made. For example, after the first quarter in fiscal year 2011, the projected deficit was over three million but the close of fiscal year 2011 the deficit was reduced to one and half million dollars. The district provides an annual report of financial information to the California Community College State System office, which is audited by external auditors. [IIID.5]

For fiscal year 2011-12, projected revenue for LASC is $20,559,526. LASC budget projections indicate the college requires $22,473,051 to cover its general expenditures. This indicates a projected deficit of about $1,913,525, if present estimates hold true. Because the state outlined contingencies for further budget shortfalls in December, 2010, the district required each of its colleges to plan for 5%, 10%, and 15% reductions in 2011-12. LASC produced these plans and discussed them at several campus-wide meetings in January 2011. Subsequent to the development of multiple fiscal plans, the district directed that each college develop a budget with a 5% reduction in revenue as well as expenditures.

When one of the colleges is not able to function within its allocation, the district covers the deficit, and then subtracts one-third of each such deficit from the college apportionment for each of the subsequent three years. It is important to note that the district has to present a balanced budget though a college may be in deficit.

**SELF-EVALUATION:**

The formula adopted by the state replaced an overly-complex and outdated formula with one that is more transparent and equitable, and attempted to ameliorate the fact that a college pays large portions of its allocations towards fixed costs.

The 10% and 15% reductions for 2011-2012 as mentioned above never actually materialized. Colleges were only asked to do a 5% reduction. If a college was unable to balance its budget after making the 5% reduction, a mechanism for them to request additional funding to the chancellor for approval was implemented for the 2011-2012 year only. LASC met its 5% reduction. Any additional mid-year cut that was to occur as of January, 2012, would be covered by the reserve for the remainder of the 2011-2012 academic year. LASC requested gap funding from the reserve if the need arose after the end of the year accounting. This gap funding was approved by the chancellor.

Even with this adjustment, the FTES assessment model within LACCD drastically impacts small colleges such as LASC. Smaller colleges may be under-funded due to structural issues at each college or structural issues based on how money is allocated. Most small colleges’ wages and benefits are in the upper 90% of their budget. LASC’s wages and benefits are 95%-96% of its budget. These fixed costs, including utilities, can easily carry LASC’s budget about 2%-4% over the college’s allocated budget. For example, LASC’s utilities cost are 5.37% of its allocation, while several other district colleges’ costs are lower, some as low as 1.9%. LASC’s utilities cost per FTES is $219.53, the highest among the nine colleges. LASC pays a larger proportion of its
allocation to support district costs and the Sheriff’s contract than the colleges that have a larger FTES. Due to these and other issues, the funding model for the college and the district is now being reviewed. As stated in Standard IV.B.3.c, the Executive Committee of the DBC is evaluating the district’s current budget allocation formula, the use of ending balance policy assessments for District Office operations, and the college deficit repayment policy. It has been reviewing other multi-college district budget models (e.g., Ventura, San Diego, and Los Rios) to determine if the current model meets the fiscal needs of the district and, if not, how to refine the model.

**PLANNING AGENDA:**
- None

**III.D.1.c.** *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

**DESCRIPTIVE SUMMARY:**

The Los Angeles Community College District takes responsibility for many long-term obligations, including retiree health benefits and risk management. In 2007, the District’s GASB pre-funding plan was cited as a best practice by Governor Schwarzenegger’s Commission on Public Employee Post-Employment. Moving the District’s health care plans to CalPERS helped control spiraling health care costs and reduce the District’s post-retirement obligation. Recent efforts by the Joint Labor-Management Benefits Committee (JLMBC) to contain health benefits costs resulted in nearly $30 million in savings for plan year 2011-12. [IIID.6], [IIID.7]

Los Angeles Southwest College prepares a three-year budget for the district, following the Three-Year Budget Planning Guide. The budget is reviewed annually by the college Budget Committee, which prioritizes funding based on the annual Integrated College Operational Plan (ICOP).

The State of California 2011-12 budget will have tremendous financial ramifications for all levels of education and especially for a small campus such as LASC. Planning for budget cuts of 5%, 10% or 15% involve flexibility.

**SELF-EVALUATION:**

Committees across campus must develop plans to maintain the integrity of LASC’s academic and student services programs while maintaining a healthy and safe learning environment. The college and the district must work together to create a realistic budget plan for the college’s priorities for the next five years.

A Total Cost of Ownership (TCO) process is currently in discussions and development in the Administrative Services Division with the district and the facilities and construction project management team. TCO refers to maintenance and operations (M&O) costs for new and
remodeled construction under Propositions A, AA, and Measure J bonds, which is about 50% of the college’s current M&O costs. Presently, TCO would be approximately two million dollars per year. For the past two years (2010-2011 and 2011-2012), the district granted additional one-time M&O allocations of approximately $108,800 and $199,190, respectively, to assist in TCO. It is expected that a solution to a comprehensive facilities and assessment management process will be deployed by the summer of 2012. [IIID.8]  

**PLANNING AGENDA:**  
- Integrate TCO costs into the annual budget process

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**DESCRIPTIVE SUMMARY:**

Los Angeles Southwest College’s Planning Handbook clearly defines the college’s processes for financial planning and budget development. Since 2002, the college has used these processes in open meetings to develop its ICOPs and budgets. Committees record all fiscal planning and budget actions and post them on the college website.

Each year at the fall mandatory Flex Day, the college president addresses the campus community with his “State of the College.” As the year progresses, the president holds college-wide Town Hall meetings to present financial planning and budget issues to the campus community. Recent examples include the Campus Forums held in April 2011 to discuss potential impacts of the possible 5%, 10% or 15% reductions to the 2011-2012 budget as scenarios each district college was to develop. The president also met with the Budget Committee in January 2011 to solicit suggestions and ideas from the committee members for developing plans to deal with these possible reductions.

**SELF-EVALUATION:**

Even though the LASC Planning Handbook clear defines processes for participatory governance and inclusion of all constituencies in decision making about budget development, the Fall 2010 Campus Climate Survey indicated that 35% of respondents agreed that the college guidelines and process for budget development are clearly communicated, while 35% were neutral and 25% disagreed. In the same survey, 32% agreed that they had opportunities to participate in the budget development for the college, while 36% were neutral and 24% disagreed. Only 24% of LASC’s faculty and staff agreed that the resource allocation model equitably supports college programs and services, while 47% were neutral and 23% disagreed. The fact that the neutral responses on these three questions were higher than those who agreed or disagreed seem to indicate a lack of knowledge of the budget processes and, perhaps, are not aware of the opportunities available to them as campus stakeholders in which they could participate more fully in budget development and decision-making.
The college’s Integrated Strategic Plan integrates the Educational Master Plan, the Facilities Plan, the Fiscal Plan, the Technology Plan, the Staff Development Plan, the Student Success Plan, the Marketing and Public Relations Plan, the Career and Technical Education Plan, and the Enrollment Management Plan. In fall 2011, the newly appointed Vice President for Administrative Services has revived the campus Budget Committee to operate fully under its charge as stated in the Strategic Planning Handbook. The committee is co-chaired by the VPAS and the Academic Senate President and now meets monthly and is committed to follow the mandate to involve more staff and faculty including members of the Academic Senate, AFT and Classified unions. [IIID.1], [IIID.10]

In order to deal with the issues raised in the Fall 2010 Campus Climate Survey about the lack of knowledge and opportunities to be more involved in campus budget development, the budget committee, under the leadership of the new Vice President of Administrative Services and new Academic Senate President, will develop a consistent strategy for sharing budget related information campus wide. For example, budget forums should be held and budget development information communicated to allow for more engaging discussions regarding budget planning as it relates to the college’s mission.

**PLANNING AGENDA:**

- None

### III.D. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

#### III.D.2. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**DESCRIPTIVE SUMMARY:**

The Los Angeles Community College District contracts with an accounting firm to conduct annual audits of college financial statements each fall, and its department of Internal Audits conducts internal audits of colleges as well. No financial statement audits have resulted in major negative findings. The college responds if there is an audit exception following compliance of the district audit process. The DBC submits all audit reports and responses to the district board for approval. The Internal Audit Department reviews time reporting and posting to the payroll in SAP to verify compliance with board policy. Review findings are presented to the college and any non-compliant findings are addressed by the college with a corrective action plan. Afterward, the audit is given to the District Finance and Audit Committee. [IIID.11]
On its most recent annual independent audit report (June 30, 2010), the District received a rating of “unqualified” on its basic financial statements, the type of report that is issued when financial statements are free of misstatements in accordance with generally accepted accounting principles. However, the audit did point out weaknesses in the Capital Assets and General Obligation Bond Program and deficiencies with regard to employee benefits, risk management, information technology, federal financial aid awards, one annual performance report, and one college’s proper tagging of equipment and inventory control. Additional findings were reported for state apportionment census reporting, actively enrolled students, concurrent enrollment of K-12 students, and a discrepancy between reported enrollment fee revenues and the District's Annual Financial and Budget Report. [IIID.12]

As a result of these findings, all college personnel from each of the areas with any deficiency were required to attend a mandatory meeting with the Office of Budget and Accounting and the District's Internal Audit Department to discuss the findings and take immediate corrective action. The Internal Audit Department has been tasked with working with all the colleges to enhance and enforce current policies, procedures, forms, and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state, and local regulations. [IIID.13]

In August of 2011, the California State Controller released an audit of the LACCD Building Program. While there were no findings for LASC related to any financial mismanagement, two planning decisions were called into question. The Chancellor addressed all of the audit findings in his response which may be found at: http://www.laccdbuildsgreen.org/docs/Statement_by_Daniel_LaVista_to_SCO_Audit_8-10-2011-Final.pdf.

SELF-EVALUATION:

Los Angeles Southwest College budgets carefully and thoughtfully, striving to reach identified goals that provide optimal instruction and support for its students. External and district audits show that allocations have been appropriate. The college budget meets the state standard of dedicating at least 50% of expenditures directly to classroom instruction; in fact, approximately 52% of LASC’s budget goes to classroom instruction. Faculty and staff contracts require that more than 90% of new unrestricted funds support salaries and benefits; the district incorporates this into salary schedules which apply to all the colleges. As described in Standard III.D.1.b, this leaves very little to budget in other ways that support student success. [IIID.14]

LASC has participated in and responded fully to all relevant audit discussions and has made any needed corrections. [IIID.13]

PLANNING AGENDA:

- None
III.D.2.b: Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY:

As Los Angeles Southwest College’s budget process is data-driven, the Budget Committee uses a wide array of financial information. The Vice President of Administrative Services presents the committee with information on available funds, ongoing expenditures, and department-level budget information at each of its monthly meetings. Minutes and data from these meetings are available to the college through the college and district websites. Representatives from all campus constituent groups who attend the budget committee meetings are also responsible for sharing information campus wide.

The Final Budget of 2011-2012 provides the assumptions on which financial allocations are made for both the district and all its colleges, including supporting data. The district website provides current budget information for each campus, including appropriations, expenditures, and encumbrances.

The district reviews FTES projections with the campus administrators quarterly to inform the enrollment management and budget planning process. This information is passed on to the college as a whole through open forums held by the president or in all campus email communication from the president.

Business Warehouse and SAP, financial software deployed by the district, provide reports on tracked expenditures, encumbrances, and balances as needed. These reports can be viewed by managers/department heads, the business services office, and the administrative analysts.

To help the campus community keep abreast of fiscal planning, the LASC website provides budget information including strategic planning data, multi-year budget analysis, deficit planning, financial review, the response from the DBC-FTES growth over-cap, spending, mid-year reduction plans, and budget committee agendas.

SELF-EVALUATION:

As noted in Standard III.D.1.d, the Fall 2010 LASC Campus Climate Survey shows that 30-35% of employees feel they had the opportunity and information needed to participate in the development of the college budget. With the amount of data available on the college website, this may suggest that some faculty, staff and administrators lack the background to evaluate the data. Training at meetings such as the Academic Senate and Student Services might help more people understand and participate in budget development.

Other actions which may help people feel more connected to the process include keeping the college website up-to-date throughout the budget cycle and emphasizing the links between strategic planning, program review, and budget. The fall 2011 implementation of annual program review will help develop a better understanding of the campus-wide budget process as it is directly linked to planning.
In addition to the above, administration will hold semi-annual budget development workshops to engage the Budget Committee, Academic Senate, Academic Affairs personnel, and the general college community in the practical aspects of the entire budget process from revenue generating (FTES) to developing the final college budget.

**PLANNING AGENDA:**
- None

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**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**DESCRIPTIVE SUMMARY:**

With reserves of $90 million, the Los Angeles Community College District has sufficient cash flow and reserves to maintain stability of its nine colleges and District Education Service Center. The district is ultimately responsible for college debts. The district is self-insured in many categories, and covers college liabilities.

The district’s 2011-2012 Budget Handbook includes a three-year district debt plan, developed with input from the college presidents and approved by the Board of Trustees. The plan accounts for the payment of liabilities and future obligations. The district uses formula-driven allocation for compensation and other long-term liabilities such as utilities to ensure that long-term commitments can be met. The district Joint Labor-Management Benefits Committee negotiates health benefits for all employees. (Refer to IV.B.3.d)

**SELF-EVALUATION:**

The state budget is in flux, and the district has formulated plans to reduce expenditures by 5%, 10% and 15%. Along with all the colleges in the district, LASC has explored the impact of such potential cuts on its own budget. A 15% budget cut could eliminate a good portion of the district reserves, currently at 12% of the annual budget. (see III.D.1.c)

As noted above (Standard III.D.1.b), LASC has operated at a deficit in the last four fiscal years. The district covers this shortfall, but reduces future allocations as the college repays its debts over a three-year period. The debt repayment requirement has been deferred for the next two fiscal years. The college is currently funded for 4,800 FTES, but requires 6,000 to meet fixed costs. [III.D.15]

**PLANNING AGENDA:**
- None
III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College and the district have a number of controls in place to ensure the effective oversight of finances, including audits to evaluate financial management systems. The district Office of Internal Audits conducts annual budget audits, an internal audit of Community Services, a program audit of community services and audits of specially funded programs. To ensure integrity of the financial systems, external audits are done annually. Based in part on these audits, the college continually makes improvements. The Community Services audits reported a deficit over the last three years. The management of that area has been restructured as a result of putting effective controls in place. Over the last six years, Community Services has reported to three divisions of the college. The new reporting standard will allow for competencies and strict accountability to ensure appropriate expenditures and debt control has been put into place. The bookstore operations have incurred deficits over the most recent two years. An operational review has been completed, and bookstore operations district-wide are being reviewed for alternative business models. [Iiid.16]

At the district level, the Accounting Office assigns Grants and Contracts staff to review and report on categorical and grant funding. The district chief financial office reviews all expenditures to ensure compliance with district regulations.

At the college, deans are assigned to oversee contracts and budgets. For example, the Dean of Special Programs oversees TRIO. Deans and directors have access to financial information such as expenditure reports, cost distribution, and salary reports on the SAP system. This helps them monitor contract budgets and ensure compliance.

At the beginning of each month, Specially Funded Program (SFP) Managers receive a Salary Distribution Report (SDD) to review all posted salaries and benefits for the previous month. This allows managers to ensure salaries and benefits are posted to correct fund centers. This report becomes a basis for developing monthly budget reports. All specially funded programs at LASC, such as EOPS, CalWORKs, and TRIO are required to submit monthly budgets to the college president or a designee. These reports detail expenditures, posted salaries and benefits, and budget balances. In these reports program managers assess spending patterns and ensure budgets are not overdrawn during the fiscal year. They ensure funds are spent appropriately and overruns are not incurred by general funds. SFPs are audited once a year by either the district office or by a subcontracted audit company such as Ernst and Young.

SELF-EVALUATION:

In 2008, an Ernst and Young audit of LASC’s specially-funded project TRIO indicated that Time and Effort forms had not been submitted in a timely manner; that each project did not have a policy and procedures manual; and that some student applications were missing the signature of the staff member who verified eligibility criteria. The TRIO programs addressed these findings
and in March 2011, the internal auditor who returned to LASC to ensure the projects had followed corrective actions plans approved all the areas. The college’s timely corrections to exceptions in the TRIO audit demonstrate the campus’s strong system of controls to oversee and ensure accountability in the use of federal and state funds.

The president conducts an annual compliance review of all procedures and policies of the LASC Foundation. If any are not in compliance with the Education Code, District policies, rules and regulations, college policies, the organization’s articles of incorporation, by-laws and written agreement with the college, the president makes recommendations about them to the auxiliary organization.

**PLANNING AGENDA:**

- None

**III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

**DESCRIPTIVE SUMMARY:**

The college has 37 current grants and contracts. A list of contractual agreements is provided in the attachments in evidence. This provides name of contract, funding amount, description, and award date. The reports are prepared at least monthly and/or updated as received by the Dean of Resource Development. Reports are submitted to the president. The process for grant solicitation ensures that all grants promote the mission and goals of the college. All potential grants are reviewed by chairs, managers and deans before being presented to the Dean of Resource Development. All grants are reviewed and final decisions are made with the college president. [IIID.17]

The contractual agreements align with the college’s mission: “The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the life of its diverse community.” An example is LASC’s Goldman Sachs Foundation grant. The purpose of phase one of this grant is to review and update LASC’s curriculum in order to best serve the local business community. In this phase, the college will identify gaps in services offered to local small, growing businesses so that the college can offer services that are complimentary to those of other local service providers.

The college has obtained external financial resources to conduct institutional initiatives, such as the two-year Kresge Foundation grant for “Achieving the Dream,” a campus-wide initiative that will provide recommendations for institutional priorities to improve student learning.
SELF-EVALUATION:

The Dean of Resource Development has developed a Grant Conception Form and Preliminary Grant Approval Form that requests information on how each grant request aligns with the college mission and goals; however, due to the urgency of adhering to grant timelines, this process is not always followed. In these cases, individual meetings are held with the dean in order to discuss individual grants and ensure that the departments/programs support and verify that the grant concept aligns with the college mission. [IIID.18], [IIID.19]

PLANNING AGENDA:

- None

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College enters into a wide variety of contracts appropriate to its mission and goals, including contract education, grant agreements, construction services, MOUs, and rental agreements. All contracts require Board of Trustee approval. The District Contract Office reviews all contracts before execution. Depending on the nature of the agreement, other district offices may be involved in the review, such as Accounting, the Personnel Commission, Human Resources, and General Counsel. Only the college president or Vice President of Administrative services is authorized to sign contracts and agreements. These mechanisms prevent the college from obligating the district in areas inconsistent with its mission and goals.

SELF-EVALUATION:

All current grants and contracts are directly aligned with the college’s mission and strictly follow LACCD policies.

PLANNING AGENDA:

- None
Standard III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY:

LASC’s budget is driven by the planning processes delineated in the Strategic Planning Handbook. As explained in Standard IB, the college evaluates the effectiveness of its planning processes annually. The budget planning process guides and impacts the manner in which the college prioritizes spending and manages its budget.

As the fiscal year progresses, college administrators and managers monitor spending and alter budgets accordingly. The information collected throughout the year provides necessary background for future adjustments. The college’s most recent evaluation of its budgeting processes led to restructuring the college’s budget committee to ensure input from the various campus constituency groups. Additionally, there have been lengthy discussions with the District Budget Committee (DBC) and other district leaders to review the district’s funding model and the effect that the current model has on colleges’ ability to provide comprehensive services and instruction and conclude with a balanced budget. The Executive Committee of the DBC has evaluated the district’s current budget allocation formula and is in the process of presenting a recommendation to DBC. Furthermore, the use of ending balances, assessments for district office operations, the college deficit repayment policy, and funding differential growth will be topic areas that will be discussed during Spring 2012.

SELF-EVALUATION:

The annual audits aid the college in finding ways of making improvements in its budgeting processes. This is illustrated most recently in the ways in which the college has restructured its community services and bookstore by putting more effective controls in place. [IIID.16]

The college is constantly seeking ways to engage more of its constituents in the budget and decision making processes. The program review process (instructional and non-instructional) includes modules which allow programs to assess their budgetary needs and request resources needed annually. Departments have opportunities to present their needs to the Budget Committee as a tool to receiving available needed funding each year.

Even in the absence of sufficient funds, planning committees across campus develop plans to maintain the integrity of LASC’s academic and student services’ programs, while maintaining a healthy and safe learning environment. Student learning is at the heart of the planning and budget processes. Therefore, the college and the district will continue to work together to fashion a realistic future budget plan that will enable the college to better meet the needs of its students and improve student learning.

PLANNING AGENDA:
- None
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY:

Los Angeles Southwest College’s Integrated Strategic Planning process includes systematic assessment of the college’s use of financial resources. The Budget Committee provides input during the three-year update of the college’s Integrated Strategic Plan (ISP). The ISP defines how the budget committee, program review, strategic planning committee and all other campus planning committees assess and evaluate plans in a systematic way as described in Standard I.B.2. As part of this strategic planning process, all departments have been required to develop outcome measures for the objectives listed in their program reviews. These measures provide the basis on which the department evaluates whether it is meeting its objectives. In addition, Integrated College Operating Plans over the years document resource requests and any funding in support of these objectives. Thus the Budget Committee (and the campus at large) has data to evaluate how funding has affected attainment of identified objectives.

In addition, beginning in 2011, the district requires each college which runs a deficit that is greater than 1% of its budget or $500,000, whichever is greater, to:

- Perform a self-assessment and review.
- Submit a financial plan that addresses the college’s financial health.
- Participate in a quarterly review on the college’s fiscal condition.
- Additionally, if a college has experienced multi-year deficits, the college may be required to submit a detailed recovery plan for achieving fiscal stability.

This structured analysis should correspond with the college ICP update.

SELF-EVALUATION:

Los Angeles Southwest College is well aware of its budget problems and the need to address them responsibly. In a climate of cutbacks, it is imperative that the college community remain cooperative and creative in seeking to serve students with the limited resources available. In addition to seeking more appropriate support from the district (see Standard III.D.1.b), LASC must analyze data on expenditures and outcomes to ensure that its students reap the fullest possible benefits from the assets the college has at its disposal. The update of the Integrated Strategic Plan is the vehicle for such evaluation and planning.

Beginning in 2008, the college began investing more of its dollars to improve the outcomes of students enrolled in basic skills with the implementation of its 2008-2011 Student Success Plan. As part of this plan, adjunct faculty were given ancillary assignments to staff the Math Lab and Student Success Center (SCC). Additionally, the college opened and staffed a new English Reading and Writing Center (EWC). However, the reading part of the EWC is not scheduled to begin full operation until spring 2012. As a result, the college has seen improvement in most of
the key basic skills performance indicators, as well as good responses from student satisfaction surveys administered in these areas. In addition, the college’s experience of working with these labs has led to a decision to consolidate and improve the SCC near the EWC on a single floor and in close proximity in one of the new buildings on campus beginning spring 2012. This should lead to greater student satisfaction and success and a more efficient use of college resources. [IID.20], [IID.21], [IID.22], [IID.23], [IID.24]

**PLANNING AGENDA:**

- None
**Standard IIID Evidence List**

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Standard IV
LEADERSHIP AND GOVERNANCE
STANDARD IV

LEADERSHIP AND GOVERNANCE

CO-CHAIRS:

Dr. Allison Moore, Faculty
Dr. Patrick Jefferson, Administration

MEMBERS:

Dr. Tangelia Alfred, Faculty
Charles Brown, Faculty
Antonine R. White, Student ASO Board Member
Woody Rowell, Classified
Standard IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY:

LASC’s strategic planning process attracts active participation from all segments of the college community in the discussion and implementation of ideas that improve the institution as a whole.

Through the Integrated College Operational Plan (ICOP), the Strategic Planning Committee (SPC), and the College Council, governance roles are allotted and decisions are made that support student learning programs and services and improve institutional effectiveness. These governing bodies are organized in the effort to show ethical and effective leadership, to reflect institutional values, and to set and achieve goals for institutional improvement. While data and participation from faculty, staff, students, and the community are utilized in the above committees, the final word comes from the college president. For extensive details on the planning and governing committees listed above, refer to Standard IBI.

Similar processes requiring ethical and effective leadership govern the program review process which both contributes to and grows out of the ICOP. For extensive details on the program review process refer to Standard IBI.
Over 52% of the staff and faculty strongly agree or agree that they recognize their role in helping the institution achieve its goals through participation in various governing, planning, budgeting, and policy making bodies of the college. 72% believe program reviews are integrated into the college planning process, and 76% believe that the assessment of SLOs is considered in college planning. [IVA.1]

Staff, faculty, administrators, and students have additional opportunities to take initiative in improving the practices, programs, and services in which they are involved. For example, they can participate in college committees, Academic Senate committees, and departmental meetings on a scheduled basis as determined by each entity. These committees engage in discussions concerning efforts to improve learning and accomplish college goals. The accreditation self-study preparation and review process, with active faculty and staff participation on standards committees, examines LASC’s successes and challenges. Staff development activities provide another venue. [IVA.2], [IVA.3], [IVA.4]

Most recommendations, plans, or suggestions coming from the various campus committees, individuals, or groups are submitted to the College Council, the campus’ overarching participatory governance body. It is only after open dialogue has taken place between institutional leaders, faculty, staff, students, and the community that the College Council makes its recommendations to the president.

Less formally, campus-wide forums, the Student Success Newsletter, FLEX day, and the LASC President’s “Message from the President” which is published and distributed by email several times per year invite input from everyone on important campus issues. For more details on these events and publications see Standard IBI.

Periodic surveys, such as the Fall 2010 Campus Climate Survey, provide all personnel with a chance to answer questions about the college and institutional improvement which gives them another opportunity to help identify and define LASC goals, values, and leadership needs. This process plays an important role in helping governing bodies learn about and improve the college. Student surveys occur at least every two years. In addition to seeking input, these surveys help educate the campus in its development of college goals and objectives. [IVA.5], [IVA.6], [IVA.7]

Between the ICOP, the SPC, the college council, FLEX Day, student surveys, open forums, newsletters, and other efforts, the college stakeholders of any level have a fair and ethical opportunity to contribute to processes. When ideas for improvement have policy or significant institution-wide implications, the relationship between committees allows systematic participative processes to be used which assure effective discussion, planning, and implementation.

**SELF-EVALUATION:**

To use the Strategic Planning System to full effect, LASC needs the engagement not only of faculty and administrators but of all staff in planning, evaluation, goal creation, and values discussion.

LASC 2012 Self-Study
LASC is seeking to do a better job of communicating with faculty, staff, students, and the community, in relation to goals and values, measures, SLOs, evaluation and improvement. Not all staff members understand the value of strategic planning and the ICOP; future communication could focus more on the meaning and value of these items as they relate to attaining LASC goals and maintaining its values. LASC’s mission, goals, and values are part of a continuous campus discussion, but many stakeholders do not participate in the meetings in which these are discussed and some do not read email bulletins or the college website. In order to deal with this issue more effectively, the college created objectives under its strategic goal “Excellence” in its most recent strategic plan. They are as follows:

1. Increase the number of faculty and staff participating in staff development activities by 20% using 2011-2012 as a baseline.
2. Improve communication and morale among college faculty and staff by 25% using the 2011 climate survey as a baseline.
3. Strengthen CTE existing current LASC Master Agreements with local school districts which are feeder secondary institutions and regional employers in a manner that responds to and complies with recent Perkins IV legislation by increasing participation among the schools and employers by 15%.
4. Increase student participation and engagement on campus beyond the classroom by 50% using 2010-2011 as a baseline.
5. Create a comprehensive and sustainable plan to promote a positive college image in the community by highlighting faculty, staff, and student achievements in public relations and marketing campaigns.

These steps will encourage more people to get involved with the participative processes which help LASC leaders identify goals and values and create improvement in learning, planning, and implementation.

**PLANNING AGENDA:**
- None

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**DESCRIPTIVE SUMMARY:**

The policies and procedures that include all Los Angeles Southwest College constituents in the decision-making processes are written in the Strategic Planning Handbook and the Shared Governance Agreement between the Academic Senate and college president. These policies and procedures are made widely available via email, the college website, and in printed form
distributed at various campus meetings. Almost all campus committees require student membership. The Dean of Trio works with the ASO and committee college leaders to aid in the process gaining student participation on campus committees. [IVA.8], [IVA.9]

The Strategic Planning Handbook describes ten institutional committees which oversee various aspects of the college, such as the College Council, the Strategic Planning Committee, the Budget Committee, the Technology Committee, the Enrollment Management Committee, and others. The Academic Senate lists its committees on the college website, with links to the function and composition of its major committees. [IVA.10]

**SELF-EVALUATION:**

The Strategic Planning Committee (SPC) is the shared governance body whose charge it is to guide the strategic (long range) and annual planning process on campus. The SPC oversees college planning, its implementation, and provides an on-going framework for monitoring the college strategic and annual master planning efforts. By reviewing and providing feedback on all college planning, the SPC has the opportunity to perform detailed analysis on college-level outcomes and raise critical questions that help the college improve its overall performance and planning efforts. Results of these periodic reviews are disseminated to the campus via a variety of methods, thus assuring public accountability for college planning efforts, to include but not limited to the following: an up-to-date and well maintained planning website with all relevant and most current information available for public viewing, at least one public forum in each primary term, regular campus email distribution, regular reports to campus, constituencies by their representatives on the committee, and presidential communiqués to the campus; planning team meetings are open in consonance with the Brown Act and Roberts Rules of Order. [IVA.11], [IVA.12], [IVA.13], [IVA.15], [IVA.16], [IVA.17]

**PLANNING AGENDA:**

- None

**IVA.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

**DESCRIPTIVE SUMMARY:**

All campus committees seek to have a participatory governance membership following the model stated in the Strategic Planning Handbook and include students, classified staff, administrators, and faculty. Some committees, such as the Mission Review Committee, include additional community members. Some committees, such College Council, Strategic Planning, and the Budget Committee have mandated participatory governance membership. In each committee, representatives are charged with taking information back to their constituency groups. [IVA.18]
The College Council ensures that key stakeholders have ample opportunity to understand and discuss impending decisions. It has the following representation:

- One College Vice-President
- Academic Senate President
- Three Academic Senate Representatives
- AFT Faculty Chapter President
- Three AFT Faculty Guild Representatives
- One AFT Staff Guild Representative
- One At-Large Classified Staff Representative
- ASO President
- One Dean (Teamsters)
- One Building & Trades Representative
- One SEIU Local 99 Representative
- One SEIU Local 721 Supervisory Representative

An administrator appointed by the president and a faculty member appointed by the Academic Senate co-chair the Strategic Planning Committee, in which all major groups have representation:

- Three Academic Senate Representatives
- Three AFT Faculty Guild Representatives
- Three College Vice Presidents
- Two AFT Staff Guild Representatives
- One student representative
- One Dean
- One Department Chair
- One Local 721 Supervisory Representative
- One representative for Classified Managers, Program Managers, Local 45 Crafts, and Local 99 SEIU
- Institutional Researcher (non-voting)

Sign-in sheets and minutes from committees such as College Council, department planning teams, Mission Review Committee, program review committees, and the Strategic Planning Committee show participation from all the campus constituency groups, although student participation can be intermittent. [IVA.19], [IVA.20], [IVA.21], [IVA.22]

**SELF-EVALUATION:**

The policies listed above seem to work well and there is evidence of widespread participation that includes at least some members from all the various groups; however, many of the campus meetings seem to be frequented by the same group of individuals. The challenge seems to be how the campus can more fully engage individuals within the constituencies.

Written policies are clear, but perhaps not all staff and students know their roles in program and service planning. Staff in particular may need encouragement to participate. Some staff may not
understand why participation is essential. For example, on the Fall 2010 Campus Climate Survey, participants were asked if faculty and staff exercised a substantial role in certain decision making processes, e.g. matters related to educational programs, hiring of faculty and staff, and other institutional policies. Only 16% of faculty and 18% of staff said they disagreed or strongly disagreed that they played a significant role. However, while half faculty and one-third of staff strongly agreed or agreed with the statement 27% of faculty and 43% of staff were neutral. These neutral numbers are significant enough to indicate the college should do more in involving and informing faculty and staff of their roles and that they are necessary in these processes. [IVA.1]

PLANNING AGENDA:
- Develop a strategic communication plan inclusive of web access, social networking, and alert systems

IVA.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY:

The 2008 Shared Governance Agreement between the Senate and the president clearly states the role of the Academic Senate in the development, management, and teaching of the academic curriculum, as well as in other academic matters, such as college planning, budgeting, and staff development. That agreement states that it is understood that the college president serves as the authorized representative of the Los Angeles Community College Board of Trustees, and it is the college president or his/her designated representative(s) with whom the Academic Senate shall consult collegially. It is further understood that the Los Angeles Southwest College Academic Senate represents faculty and is recognized by the Board of Trustees as a consulting body on the college campus. Furthermore, the agreement states that the college president and the Academic Senate agree to consult collegially when formulating, changing, and/or approving policies in those areas referred to as academic and professional matters, e.g. curriculum, including establishing prerequisites and placing courses within disciplines, degree and certificate requirements, grading policies, educational program development, policies for faculty staff development activities, processes for program review, processes for institutional planning and budget development; and other academic and professional matters as are mutually agreed upon between the college president and the Academic Senate. [IVA.23], [IVA.24]

The collective bargaining agreement between the LACCD and the AFT Faculty Guild details the role of department chairs in managing educational programs and services, including scheduling and evaluating faculty. [IVA.25]

The Strategic Planning Handbook is an agreement between the president and the Academic Senate which is the guidebook that governs the participatory decision-making process in regard to both strategic and annual planning and links that planning process to the college budgeting process. [IVA.26]
SELF-EVALUATION:

The 2008 Shared Governance Agreement and the Collective Bargaining Agreement between the LACCD and the AFT Faculty Guild clearly delineate Faculty and academic administrator responsibilities and authority.

In addition, the glossary of the Strategic Planning Handbook clearly details the role of faculty in key college committees.

PLANNING AGENDA:

- None

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY:

Following the process in the Strategic Planning Handbook the college has reevaluated its Strategic Plan and prioritized its strategic objectives for 2011-2014. [IVA.27]

Committees work collaboratively in consensus-building discussions. The Strategic Planning Handbook glossary defines consensus as follows:

General agreement among nearly all participants in a deliberative process. Consensus does not necessarily imply complete unanimity or complete agreement with every particular; rather, it indicates that overall, nearly all the participants believe that the item under discussion represents an acceptable solution to the problem at hand.

Only when consensus cannot be reached do committees vote, and 75% agreement is then required.

In 2010-2011, LASC participated in the RP Group’s Bridging Research Information Cultures (BRIC) project with a goal of fostering a culture of inquiry and promoting the evaluation of institutional effectiveness among college practitioners. This built upon the work previously conducted by the Center for Urban Education at USC in the Equity for All and California Benchmarking Projects. This culture of inquiry, seeking to involve all LASC practitioners, has continued to be institutionalized in the college’s current participation in the Achieving the Dream Initiative. [IVA.28], [IVA.29], [IVA.30]
Academic Senate discussions and staff development activities facilitate dialogue about improving student learning outcomes and overall organizational learning and improvement of college operational processes.

Faculty, staff, and administrators worked together to develop Student Learning Outcomes for LASC. In establishing the SLO committee, the Academic Senate included administrators and classified staff as well as faculty and student representation. The SLO committee works with both instructional and non-instructional areas to develop, assess, and evaluate SLOs. The college developed its institutional SLOs as part of a campus-wide collaborative process that included all constituencies. SLO training has been widespread and well attended by both faculty and staff. In spring 2010, the college held a joint student services and faculty half-day training as part of the BRIC project that included four separate groups, each of which had a blend of both instruction and non-instruction faculty and staff. [IVA.31], [IVA.32], [IVA.33], [IVA.34]

SELF-EVALUATION:
Since 2006, LASC has increased its emphasis on staff involvement in program review and in the development and evaluation of SLOs, but recognizes the need for stronger connections of department and office-level activities to institutional goals and institutional student learning outcomes (ISLOs). ISLO results are discussed in campus forums, SLO committee meetings, and posted on the SLO website at http://www.lasc.edu/faculty_staff/slo/inst_slo.html.

Seventy percent of employees believe that the college facilitates an ongoing dialogue about improving student learning and institutional processes. Over 76% of employees believe that the assessment of SLOs is considered in institutional planning. Institutional improvement has been most evident in the strategic planning process where almost all of the objectives from the 2008-2011 Strategic Plan were either accomplished, exceeded, or still in progress of implementation at the conclusion of the time period covered by the plan, i.e. June 30, 2011. These results were reported to the annual planning retreat participants in August 2011 out of which emerged the current 2011-2014 Strategic Plan. For a more complete detail of this process see Standard IA & B. In addition, as college progresses toward proficiency in SLO assessment and evaluation, interventions for improvement of student learning are beginning to be implemented in the teaching of courses, improvement of programs and institutional level learning. For a more complete detail of improvements as a result of SLO assessment, see Standard IIA & B. [IVA.1]

PLANNING AGENDA:

- None
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY:

LASC has had some issues responding to the Commission in a timely manner in the past. Following a focused visit in 2008, the Commission placed LASC on probation for not responding appropriately to four of the recommendations arising from the 2006 accreditation visit. After the follow-up report and visit of 2009, the Commission removed LASC from probation.

Since 2009, the college created a matrix of the accreditation standards and cross-referenced them with the various campus entities, including committees, academic senate, and various offices. The portion of the standards pertaining to each of these entities becomes part of their charge for performance, evaluation, and maintaining the documentation necessary to ensure the institution’s sustainability in its planning processes that ensure its compliance with the ACCJC standards. The college fully understands the need to provide timely response to recommendations and requirements from the commissions. This timely compliance is constantly monitored by the ALO, faculty accreditation co-chair, and the college president. [IVA.35], [IVA.36]

The college works extensively with the Department of Education in areas such as:
- Financial Aid
- TRIO
- The STEM Scholar TRIO program
- The Predominantly Black Institution (PBI) grant

SELF-EVALUATION:

LASC’s 2000, 2006, and 2012 self-studies, along with the 2008 and 2009 focused visits and mid-term reports, demonstrate that it is establishing a trend of improving response to ACCJC to recommendations as described in the summary above. The college has no records of difficulties with the Department of Education and continues to win grants. However, Department of Education (DOE) grants have allowed LASC to focus on specialized and focused needs of students. LASC’s DOE and other agency supported programs have allowed LASC to establish strong relationships with external agencies.

PLANNING AGENDA:
- None
IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY:

The Strategic Planning Handbook lays out a system for the annual review and revision of the planning process. Each year, the Strategic Planning Committee evaluates the planning and budgeting process as to its efficacy. Sometimes this is done on an “as needed” basis as problems arise. For example, in 2009-2010 it became apparent that the college needed to readjust its planning timeline in order to better allow planning to drive budgeting rather than the reverse. The SPC in several meetings debated and vetted the issues around campus. Eventually, in spring 2010, recommendations for revision were presented to the Senate and president for their approval. On other occasions, the SPC uses a more formal process as it did in 2008 and created a task force to thoroughly review the planning process and make suggestions for improvement. This task force was open to input from all sources, and actively solicited feedback from planning process participants, constituency groups, and other appropriate entities. Using this input and feedback, the task force compared the process, as implemented, to the process as designed, examined outcomes, and, through the consultation process, recommended changes to the planning process to improve its operation and results to the Academic Senate and college president. In Spring 2008, the Senate and president agreed to those changes. It should be emphasized that for the past four years the Senate and the president have followed recommendations to adjust the process extensively as was done in 2008, moderately as done in 2010, or just minimally as in 2011 when the membership of the SPC was adjusted to fit the college’s new organizational structure. [IVA.40], [IVA.41], [IVA.42], [IVA.43]

In the winter of 2010, the president felt there was a need to examine the organizational structure of the college. This examination was focused on a needs-based assessment. The seminal discussions began as the college looked for ways to decrease expenditures and increase efficiency based on student, staff, and faculty populations, and in order to decrease cost of administration. It was believed by many that reducing administrative costs would allow the college to re-direct funds to areas of the campus with the greatest needs, such as basic skills instruction and student support services. In addition, the campus was amenable to these changes partly because of vacancies that existed at the time in vice presidents and deans positions. These changes were developed by reviewing several college organizations, creating organizational structure, an organizational chart, and then discussed and brought to the various participatory governance groups to get input and buy-in. It should be emphasized that these changes in the college-wide organizational structure were vetted and discussed campus-wide in a wide variety of venues, e.g. senate meetings, campus-wide forums, AFT Staff Guild meetings, the president's cabinet, Budget Committee, and College Council. Suggestions were made at different meetings and were incorporated into the final reorganization plan. The College Council made the final
recommendation to the president who finalized the decision. However, implementation was delayed until January 2011 when the staffing of new positions was completed. [IVA.37], [IVA.38], [IVA.39]

**SELF-EVALUATION:**

LASC has a robust system of evaluation of college decision-making structures, which has led to improvements in the processes each year. However, results may not be communicated effectively enough or used enough in planning and evaluation discussions. All existing materials, procedures, and initiatives are established and on a sustainable cycle of improvement, but additional encouragement, outreach, publicizing, and follow-through may be needed to ensure more participants, particularly students.

While many new interventions are implemented, there is often a lack of follow-through in assessing the outcomes of those interventions. However, this may not be a “participatory governance” issue as much as it is an “improving follow-through and assessment” issue.

**PLANNING AGENDA:**

- See Planning Agenda item under IV.A.2.a
**Standard IVA Evidence**

<p>| IVA.1 | Campus Climate Survey |
| IVA.2 | Academic Senate Docs |
| IVA.3 | College Committees Docs |
| IVA.4 | Department Meetings |
| IVA.5 | Fall 2007 District Student Survey Results |
| IVA.6 | Fall 2009 District Student Survey Results |
| IVA.7 | Spring 2010 CCSSE Results |
| IVA.8 | List Of Committee Memberships |
| IVA.9 | ASO LASC Committee Assignments |
| IVA.10 | Academic Senate Committees: <a href="http://Www.Lasc.Edu/Faculty_Staff/Academic_Senate/Comms.Html">Http://Www.Lasc.Edu/Faculty_Staff/Academic_Senate/Comms.Html</a> |
| IVA.11 | SPC Minutes |
| IVA.12 | SPC Agendas |
| IVA.13 | SPC Emails |
| IVA.15 | President’s Communication Docs |
| IVA.16 | President’s Communiqué’s Schedule |
| IVA.17 | President’s Open Forums |
| IVA.18 | SP Handbook Glossary Of Committee Memberships |
| IVA.19 | List Of Committee Memberships |
| IVA.20 | List Of Sign In Sheets |
| IVA.21 | List Of Email Invitations To Attend Committees |
| IVA.22 | Recent List Of Minutes, Etc. |
| IVA.23 | Shared Governance Agreement, 2008 |
| IVA.24 | Curriculum Committee Membership |
| IVA.25 | Faculty AFT Agreement |
| IVA.26 | SP Handbook |
| IVA.27 | 2011-2014 Strategic Plan |
| IVA.28 | BRIC MOU |
| IVA.29 | Final Reports Of Equity For All And California Benchmarking |
| IVA.30 | ATD MOU |
| IVA.31 | BRIC Sign In Sheets |
| IVA.32 | Examples Of SLO Workshop Participants |
| IVA.33 | SLO Minutes |
| IVA.34 | SLO Agendas |
| IVA.35 | Samples Of Committee Charges |
| IVA.36 | Accreditation Standards Matrix |
| IVA.37 | President’s Emails That Discussed This Reorganization |
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<td>Senate minutes</td>
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Standard IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.B: Board and Administrative Organization:
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY:
The Los Angeles Community College District (LACCD) is comprised of nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with Education Code 70902. LACCD board members are elected for four-year terms district-wide by voters in the city of Los Angeles and in neighboring cities without their own community college districts. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select a student member – who has an advisory vote – for a one-year term.
Semi-monthly board meetings are held year-round at both the District’s central office downtown and at each of the nine college campuses during the academic year. In compliance with the Brown Act, all meetings are publicized at least 72 hours in advance and are open to the public. The Board meets twice a month on Wednesdays. Regular meetings are held the second Wednesday of the month and standing committee meetings are held the fourth Wednesday of the month. Special meetings are sometimes called to handle business that cannot be completely dealt with at regular meetings.

Closed session commences at 12:30 p.m. and public session starts at 3:30 p.m., allowing members of the community, employees, and students an opportunity to speak to the Board about their concerns. All nine college presidents, District Office senior staff, and representatives of employee unions, the District Academic Senate (DAS), and students sit at a designated resource table and may participate freely in the discussion of issues.

All policies must be approved by these elected representatives of the community. Once they are approved, they are posted on the District Office website by General Counsel.

**SELF-EVALUATION:**

As elected officials elected at large, the Board represents the interests of a broad range of constituencies. An independent policy-making body, its members are elected at large across one of the most demographically diverse urban areas in the U.S. Its odd-year election schedule gives board races greater visibility on the ballot.

Board members work together collaboratively to support the interests of the district. The Board takes an active role in advocating for the interests of the colleges and the students they serve and in defending the colleges from undue interference. For example, board members have on several occasions united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of special interest groups.

**PLANNING AGENDA:**

- None

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**DESCRIPTIVE SUMMARY:**

The LACCD Board of Trustees exercises oversight of the college’s educational programs by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development and approval, and detail the faculty’s central role in educational matters in accordance with the district’s stated mission. The Board must also approve or reject all changes to the curriculum that are brought before it from the District’s Office of Educational Programs and Institutional Effectiveness or the DAS. [IVB.1]
The Board is directly responsible for guaranteeing the colleges’ integrity and financial health by periodically reviewing and approving the colleges’ mission and vision statements and by requiring quarterly reports from the college presidents on the colleges’ budgets. Through district administrative offices, the Board is also responsible for overseeing compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs.

SELF-EVALUATION:

Since 2000, district administrators, the Council of Academic Affairs (the assembled Vice Presidents of Academic Affairs), and the DAS have worked to streamline procedures for the approval of academic programs and courses. As part of this effort, administrative regulations have been revised to decentralize the curriculum approval process and empower local college faculty. In addition, the district has adopted a series of board rules mandating program review, biennial review of vocational programs, program viability review, and program discontinuance processes at the college level. These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders. [IVB.2]

The Chancellor, his executive assistant, and Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve access for students and secure funding for special projects. The Board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003, and 2008 that have provided more than $5.7 billion in badly needed capital construction funds for projects on all LACCD campuses. These projects are directly benefitting instructional programs and expanding career/technical education program facilities. The District also has access to over $300 million in state of California matching funds, bringing the total available to over $6 billion. As a result, 85 new structures will meet LEED (Leadership in Energy and Environmental Design) standards. Additionally, the LACCD is generating solar power on all of its campuses and taking other steps to reduce the colleges’ carbon footprint.

PLANNING AGENDA:

- None

**IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

DESCRIPTIVE SUMMARY:

The Board monitors the educational quality of LACCD programs through the following standing committees, which have been restructured for 2010-11:

- The Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) addresses issues related to educational effectiveness, student achievement, and educational programs. It also oversees the colleges’ accreditation planning process. The committee requires the colleges to report annually on progress
made on all college strategic planning goals, including those relating to student success and SLO proficiency. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures and college progress in relation to the District’s Core Indicators of Institutional Effectiveness. [IVB.3]

- The Finance and Audit Committee reviews and recommends adoption of the tentative budget to the full board by July 1st of each year. It also reviews and recommends the acceptance of the annual financial audits for both the general financial operation of the District and the bond program’s financial audit to the full board by September 15th of each year. The committee reviews quarterly financial reports, reviews internal audit reports semi-annually and/or quarterly, receives information on bond financing issues, receives revenue-generating plans and/or the development of public/private partnerships, and considers and discusses other related matters. [IVB.3]

- The Legislative Committee makes recommendations and considers proposals regarding legislative initiatives for the benefit of the District. It makes recommendations and reviews proposed state and federal statutory and regulatory legislation, reviews the effectiveness of authorized lobbying efforts on behalf of the District, and considers and discusses other related matters deemed appropriate by the chair in consultation with the Chancellor and the President of the Board. [IVB.3]

- The Capital Construction Committee acts as the public forum for presentations on the college master plans and certification of environmental impact reports. It facilitates discussion on compliance with board-established sustainability and energy goals for infrastructure and curriculum as new concepts and technologies are brought forward. It also receives reports on accomplishments and general policy compliance, hears policy issues, and receives briefings on technical issues and other matters related to the District’s sustainable building program. The committee receives formal conceptual design presentations on each new building and remodeling project with budgets in excess of $5 million prior to approval, and considers other related matters. [IVB.4]

The Board sets goals and provides a sense of direction for the colleges through its District Strategic Plan. Part of overall planning efforts, the plan is derived from goals set by the State Chancellor’s Office. In spring 2010, the District Planning Committee evaluated the current plan and issued a scorecard with suggestions for its revision. In spring 2011, the District began another comprehensive district-wide strategic planning process that will guide the District for the next five years, 2012 to 2017. More than 40 focus groups, including input from faculty, students, classified staff, and administrators, were held in fall 2011 at each college and the District Office to identify district-wide strengths and weaknesses and suggest future priorities. Based on the vision and timeline developed by the District Office of Educational Programs and Institutional Effectiveness and adopted by the District Strategic Planning Committee, Vision 2017 (as the next five year plan will be called) is set to be presented to the Board of Trustees in May 2012. [IVB.5], [IVB.6], [IVB.7], [IVB.8]

In conjunction with the Chancellor’s Office and General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the nine campuses.
The District Budget Committee (DBC) bears responsibility for monitoring all aspects of district and college finances. An independent audit of the district’s and the colleges’ financial statements and accounting practices is made annually by an outside agency. The Board, the college presidents, and the public are provided periodic updates and presentations regarding the LACCD’s financial condition. [IVB.9]

**SELF-EVALUATION:**

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the Board, which has significantly expanded its role in oversight of the quality of college instructional programs. Annual college strategic planning reviews allow the Board to play a more direct role in assuring that the colleges and the district are in sync by requiring that colleges demonstrate how their goals align with the district’s. They also provide the Board with the opportunity to hold the colleges publicly accountable for meeting the quality assurance standards associated with their educational master plans and strategic planning efforts. [IVB.10]

To monitor the financial integrity of the District’s multi-billion dollar capital construction project, the Board tightened the management of the program by:

- Approving the creation and staffing of an independent Office of Inspector General, which reports to the Chancellor and the Board and is responsible for conducting an ongoing review of performance, financial integrity, and legal compliance. Since taking office, the Inspector General has issued a series of reports, a number of which have resulted in corrective actions undertaken by the LACCD.
- Approving the creation of a Whistleblower Program for both bond and non-bond related issues so that anyone may confidentially report on issues that need investigating.
- Instituting limits on the “multiplier” or markup that firms participating in the management of the building program can charge for employing Building Program staff.
- In response to concerns expressed by the California State Controller’s office, the District has instituted a variety of reforms to the Building Program.
- The Chancellor and the District board of trustees have taken action to strengthen the operation of the District Citizens’ Oversight Committee, mandated by law to oversee the Building Program.
- The Chancellor appointed an independent review panel to examine the LACCD’s $6 billion building program. The 10-person panel of distinguished citizens is currently completing its examination of various aspects of the program, focusing on making recommendations for improvement of policies and processes.
- In response to concerns raised about the process by which the Inspector General was selected, the District has engaged the office of Los Angeles City Controller Wendy Greuel to review the process.

On its most recent annual independent audit, the District received a rating of “unqualified” on its basic financial statements, the type of report that is issued when financial statements are free of misstatements in accordance with generally accepted accounting principles. However, the audit did point out weaknesses in the Capital Assets and General Obligation Bond Program and deficiencies with regard to employee benefits, risk management, information technology, federal financial aid awards, one annual performance report, and one college's proper tagging of
equipment and inventory control. Additional findings were reported for state apportionment census reporting, actively enrolled students, concurrent enrollment of K-12 students, and a discrepancy between reported enrollment fee revenues and the District's Annual Financial and Budget Report.

As a result of these findings, all college personnel from each of the areas with any deficiency were required to attend a mandatory meeting with the Office of Budget and Accounting and the District's Internal Audit Department to discuss the findings and take immediate corrective action. The Internal Audit Department has been tasked with working with all the colleges to enhance and enforce current policies, procedures, forms, and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state, and local regulations. [IVB.11]

**PLANNING AGENDA:**
- None

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**DESCRIPTIVE SUMMARY:**

The duties and responsibilities of the board are defined externally by State Education Code, Section 70902, and internally by board rules. The Chancellor and General Counsel also play an important role in monitoring board responsibilities. The bylaws and policies are published on the district’s website. [IVB.12], [IVB.13]

**SELF-EVALUATION:**

The LACCD’s own internal checks and balances have ensured compliance with the Board’s externally and internally defined duties and responsibilities.

**PLANNING AGENDA:**
- None

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**DESCRIPTIVE SUMMARY:**

The process for the adoption of board rules and the administrative regulations that support them are outlined in Chancellor’s Directive Number 70, District-wide Internal Management Consultation Process. These rules and regulations established through the consultation process are subject to regular review and revision by district administrative staff to ensure that they
remain appropriate and effective. Revisions are reviewed and considered for adoption at board meetings. [IVB.14]

The Board relies on the Chancellor, the college presidents, and the District Office executive and senior staff to ensure that all rules and regulations are implemented uniformly and effectively across the district. Rules and regulations are assigned by category to District Office subject matter experts for triennial review. When Board Rules (policy) or Administrative Regulations (how to implement the policy) are in need of revision, the subject matter expert is charged with preparing and consulting changes appropriately, then putting them forward for the applicable approval process. Board rules are adopted by the Board of Trustees, and Administrative Regulations are issued under the authority of the Chancellor. In addition to these regulatory means, the District adopts other procedures, such as its Business Procedures Manual or Chancellor’s Directives, to establish consistent standards.

In February 2007, the board adopted Administrative Regulation C-12, which stipulates the process for the cyclical, automatic review of all policies and regulations. In August 2011, District Office senior staff engaged in reflection and self-evaluation on the regularity of the LACCD’s rule review. [IVB.15]

**SELF-EVALUATION:**

The trustees act in accordance with established policies. When constituents or District Office staff bring issues in need of revision to the Board, policies are changed, as needed. For instance, when it was brought to the Board’s attention that board rules precluded adjunct faculty from serving on presidential selection committees, the Board changed the rule to allow participation. Working in collaboration with the DAS, the Board revised district hiring procedures by adopting the state minimum qualifications for all faculty positions. The Board also revised district-wide faculty hiring policies to streamline procedures and give campuses direct control over their own hiring processes. Additionally, the Board recently updated its policy on the delegation of authority to college presidents to manage the Child Development Centers. [IVB.16]

**PLANNING AGENDA:**

- None

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**DESCRIPTIVE SUMMARY:**

In February 2007, the Board adopted a formal policy for the orientation of new board members. The board has also developed procedures for the orientation of student trustees. Two newly-elected trustees participated in orientation sessions this past year. These orientations included information about accreditation standards and ACCJC expectations that board members be involved in all aspects of accreditation. [IVB.17], [IVB.18], [IVB.19]
SELF-EVALUATION:

While there is no formal guarantee of continuity of leadership, the staggering of board elections does provide some consistency. The fact that incumbents are frequently re-elected to their positions provides a measure of continuity to governance; however, the student trustee position does change every year.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY:

The Board’s formal policy on self-evaluation was adopted in 1995. For the following decade, the Board used a self-evaluation checklist to evaluate its overall effectiveness. In June 2005, the Board reviewed and amended its self-evaluation process, this time expanding it to include additional feedback on its performance from college presidents, district senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the Board conducts annual self-evaluations, scoring its performance in 20 general areas and reporting on its self-assessment and the summarized evaluations of constituency representatives. [IVB.20]

In response to an ACCJC recommendation that board goals be set as part of its annual self-evaluation, the Board of Trustees adopted Board Rule 2301.10 in October 2007. At its annual retreats, it establishes new Board goals. At its December 2010 retreat, the Board decided to adopt as its goals the District Strategic Plan goals in order to concentrate on them in the plan’s final year. At its August 2011 retreat, the Board assessed District directions and priorities and discussed processes for addressing them. [IVB.21], [IVB.22]

To increase both follow-through and accountability at the district level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual board and CEO goals with the goals of the District Strategic Plan and implements a series of annual district and college effectiveness reports to the board.

This annual cycle was designed to achieve the following:

- Assure that district-level strategic goals are implemented and monitored
- Synchronize the Board’s annual goal setting process with the traditional academic calendar
- Align annual Board goals with those of the Chancellor, the college presidents, and District Senior Staff
- Establish a regular process for college Institutional Effectiveness reporting that aligns with the Board’s District Strategic Plan reports, its annual ARCC AB 1417 review, and its annual self-assessment process

The annual cycle includes five stages:
1. Annual Board Evaluation
2. Annual Board Retreat
3. College Activities in Support of Goals
4. Annual College Institutional Effectiveness Reports
5. Annual District Effectiveness Report

[IVB.23]

**SELF-EVALUATION:**

As a result of its most recent self-evaluation, the Board streamlined the number of standing committees from seven to four. The new District Effectiveness Review Cycle is increasing the board’s ability to monitor district-wide progress on all district-level strategic goals and board priorities and is guiding district-level decision making.

**PLANNING AGENDA:**

- None

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**DESCRIPTIVE SUMMARY:**

The Board adopted a Statement of Ethical Values and Code of Ethical Conduct in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from district legal counsel, in February 2007 it established procedures for sanctioning board members in case of ethics violations. [IVB.24]

**SELF-EVALUATION:**

The Board has a clear code of ethics and a process in place for sanctioning behavior that violates the code.

**PLANNING AGENDA:**

- None

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**DESCRIPTIVE SUMMARY:**

To ensure that the trustees are knowledgeable about accreditation standards, including those that apply to the board, the Board’s Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) monitors the accreditation self-study processes of the nine colleges by receiving regular reports on their progress and reviewing their comprehensive self-study, midterm, and follow-up reports. The Board works with this committee to ensure that past
recommendations are appropriately addressed. During site visits, board members meet with visiting teams, respond to questions and concerns, and participate in other forums, meetings, and receptions. [IVB.25]

In fall 2007 the Chancellor created the position of District Liaison for Accreditation, reporting directly to the Vice Chancellor of Institutional Effectiveness. The Liaison coordinates the reporting process so that the Board is kept apprised of accreditation efforts at the colleges. The Liaison and the Vice Chancellor of Institutional Effectiveness meet regularly with faculty accreditation chairs and ALOs to provide assistance, coordinate efforts, share best practices, and provide information necessary to answer the standards in self-study reports and respond to ACCJC recommendations that relate to the district.

**SELF-EVALUATION:**

Through the active oversight provided by the Board’s Institutional Effectiveness Committee, board members have become more engaged in and aware of the accreditation process. At the present time, all district colleges have had their accredited statuses re-affirmed by the ACCJC. More importantly, the accreditation self-evaluation process at all district colleges has become much more pro-active, collaborative, and collegial than in the past. District colleges are now approaching accreditation self-studies as essential elements in strategic planning and institutional processes. In addition, board members attend workshops at the Community College League conference involving topics such as accreditation expectations of the ACCJC.

**PLANNING AGENDA:**

- None

**IV.B.1.j.** *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

**DESCRIPTIVE SUMMARY:**

Pursuant to California Ed Code, the board employs the chancellor and gives him/her full authority and responsibility for the proper conduct of the business and educational programs of the district. Board policy specifies the employment procedures for academic administrators, including the chancellor. The hiring of the chancellor starts with board action authorizing the Human Relations Division to launch a search. After the chancellor is selected, a policy outlines procedures for his/her annual evaluation. The board solicits input from various constituencies and collects the data to evaluate the chancellor’s performance on a number of criteria. The most
recent evaluation of the current chancellor, who was hired in August 2010, was conducted in May 2011, prior to renewal of his contract. [IVB.26], [IVB.27], [IVB.28]

The chancellor and senior staff oversee the administrative tasks of the district. The chancellor also oversees the district foundation to obtain additional resources. He/she meets regularly with the cabinet, comprised of senior staff and the college presidents, and has regular consultations with the leadership of the employee unions and the DAS. The chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from the Joint Labor Management Benefits Committee (JLMBC). In keeping with Ed Code provisions, the board delegates its authority to the chancellor, gives him/her the autonomy to make decisions without interference, and holds him/her accountable for those decisions.

The board shares responsibility with the chancellor for hiring and evaluating the performance of district vice chancellors, college presidents, and the General Counsel. Board rules specify selection procedures for the chancellor and other key administrative positions, which typically involve national searches. Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff, and community representatives. In accordance with the Brown Act, the board approves employment contracts and compensation in open session. [IVB.29]

One of the chancellor’s duties is to conduct regular evaluations of the college presidents in accordance with board rules and make recommendations to the board on the renewal of their contracts. The process for the evaluation of college presidents, which has been in place since 2002, has been facilitated by the Chancellor’s Office, with three presidents undergoing a comprehensive evaluation each spring. A formal written policy spells out the process. The description is included in the packet with the forms that are used to collect information. [IVB.30], [IVB.31]

A new evaluation process was developed by the Chancellor in spring 2011, to be used during his first year as chancellor so that he would have one year of experience in working with college presidents before returning to the more comprehensive evaluation. The new process requires the college presidents to evaluate their performance, provide outcome measures of effectiveness, and set new goals for the upcoming year. [IVB.32]

**SELF-EVALUATION:**

The broadening of hiring procedures in 2000 to include all stakeholder groups has increased community and faculty involvement in the selection of the chancellor and the college presidents. In the past, an outside consultant was hired to facilitate the evaluation of key administrative personnel, as well as the chancellor, through interviews with relevant college constituency groups. The Chancellor is viewing the evaluation process as a long term undertaking which he will be involved in designing.

**PLANNING AGENDA:**

- None
IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY:

The president regularly assesses the administrative structure, most recently in 2007, 2008, and 2010. Currently, the administration is comprised of a president, an executive vice president, a Vice President of Administrative Services, three academic deans overseeing workforce and economic development, one dean of students, one dean of institutional effectiveness and two deans (of TRIO and Resource Development) that are funded through grant funds. The only significant variance in LASC’s administrative structure from the other colleges in the district is that of the executive vice president, who has administrative responsibility for both academic affairs and student services. Each of the administrative job descriptions is reviewed periodically and changes in duties may be made in response to the changing needs of the institution. Administrators have authority to perform the duties their assignments require, including weekly senior staff meetings with the president and vice presidents, weekly dean’s meetings and annual retreats. There has been periodic staff development training sessions on such topics as sexual harassment, evaluations, and contract compliance. Additionally, there have been frequent discussions among the administrative staff on topics such as basic skills, learning strategies, and enrollment management. [IVB.33], [IVB.34], [IVB.35], [IVB.36], [IVB.37], [IVB.38], [IVB.39]

The president assesses staffing levels for current and future needs. One of the most significant changes to the organizational structure occurred in response to the college’s need to have a balanced budget. In 2010-2011, the president, in line with the duties outlined in the accreditation standards, reorganized the administrative structure. As a result, the college modified its structure from a three vice president model to a two vice president model with three academic deans, one student services dean and a dean of institutional effectiveness. These redistributions of administrative resources allow for one executive vice president to coordinate the functions of both academic affairs and student support services in order to bridge gaps between student services and academic affairs, in addition to meeting a budgetary need. The dean of resource development is charged with grant writing and increasing external funding, while the dean of institutional effectiveness facilitates the campus planning processes, oversees the Office of Institutional Research, serves as accreditation liaison officer, and works with student learning outcomes at all levels of the institution. [IVB.33], [IVB.40], [IVB.41], [IVB.42]
SELF-EVALUATION:

A critical guiding principle for the college president is cultivating an organization that is responsive to students and is efficient and effective in using college resources. As outlined in the president’s scope of responsibilities, there have been a number of administrative structure changes over the past six years. In 2006-2007 most administrators were assigned both academic and student services responsibilities. After a review/assessment of the model, this structure was modified in 2008 to assign an academic dean to coordinate basic skills over the three departments of Math, English and Foreign Languages, and Learning Assistance. Additional proposed changes in the college-wide organizational structure in fall 2009 were vetted and discussed campus-wide in a variety of venues including senate meetings, campus-wide forums, AFT Staff Guild meetings, and among the president's cabinet. [IVB.43]

Suggestions made at the above-mentioned meetings were incorporated into the most recent organization plan. The 2010-2011 restructuring resulted in a two vice president model being implemented with a redistribution of assignments among deans. The recent hiring of the dean of resource development has had a significant positive impact on creating additional revenues for the college. With a dean of institutional effectiveness, faculty and administrators now have a resource to help follow up with planning processes, accreditation requirements, student learning outcomes, and institutional research which allows for empirical data to be made readily available in order to make informed decisions for improving student learning and institutional effectiveness.

PLANNING AGENDA:

- None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY:

The college president, with input from the college stakeholders, guides institutional improvement of the teaching and learning environment by soliciting, obtaining, and reviewing college-wide committee recommendations for decision making in all areas inclusive of curriculum, facilities, planning, budget, and technology. These leadership responsibilities include the president’s support of processes, such as program review, program viability, divisional planning, and reviewing and assessing the health of the college’s instructional and student services.
The president has scheduled monthly meetings with both the Academic Senate President and the Academic Senate Executive Board to discuss academic issues. The president receives recommendations from the College Council, the primary participatory governance body, to act upon and provide explanations for decisions. The president uses internal and external research and analysis as primary tools in the decision-making process while supporting innovations to create a student-centered learning environment.

For example, in spring 2011, the president, in conjunction with senate leadership and at the recommendation of the Strategic Planning Committee, appointed a presidential task force charged with leading the process to develop a new strategic plan to cover the years 2011-2014. This task force sought input from the campus constituents regarding institutional core values, strategic goals, and institutional student learning outcomes. In addition, it addressed issues raised by community participants at the 2010 planning retreat, to which they were invited. The task force looked at essential elements and analysis of the 2008-2011 Strategic Plan, issues raised in the Spring 2011 campus climate survey, and community and business elements that were submitted by the CTE dean. The task force led the discussions at the 2011 Annual Planning Retreat in August 2011, including focus groups, and the work of the breakout groups of the retreat participants. The president provided an overview of external factors affecting the college environment and reiterated strong support for enhanced student learning leading to an increased number of certificates and degrees. The outcome of this process was the 2011-2014 Strategic Plan with goals and objectives to be accomplished over three years. [IVB.44], [IVB.45], [IVB.46]

In fall 2011, the plan was vetted to the entire campus, finalized by the Strategic Planning Committee, and forwarded to the College Council, which made its recommendation to the president who subsequently approved the final plan on October 24, 2011. [IVB.47], [IVB.48], [IVB.49], [IVB.50]

**SELF-EVALUATION:**

The president is actively involved in the instructional programs of the college and focuses many meetings with faculty and staff on mechanisms to better serve students and implement improvements to student success. With the input of the college community, the president guides institutional improvement of the teaching and learning environment. The president regularly monitors program performance by reviewing program and student achievement data. The president supports the faculty’s program review efforts through the allocation of college funds and personnel resources and also supports the funding of instructional equipment to the extent possible. [IVB.51]

The president approved the 2011-2014 Strategic Plan and also approved revision of both the college core values and the institutional learning outcomes after monitoring the collegial process in which they were developed. The president also ensured that the final recommendations were based on sound analysis of data, and that the plan itself focused on student learning and was amenable to actual implementation as per the college and district processes and budget.
PLANNING AGENDA:

- None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY:

Reporting to the chancellor, the president is responsible for implementing statutes, regulations, and governing board policies. One of the president’s tasks is to review compliance reports submitted to the funding agencies. In an effort to ensure that new program and funding opportunities are well thought-out and planned, the president has established a process that requires the president’s approval at the onset. One of the intents of this process is to ensure that new programs or activities are aligned with the college’s mission and strategic objectives. Additionally, this process informs senior administrators of programs and funding opportunities directly related to their areas of responsibility.

In 2000, the district passed its first construction bond (Bond A) that was augmented in 2003 (Bond AA). The total of Bonds A and AA was approximately $200 million. In 2008, Measure J was passed for a total of $217 million. One of the major roles of the president is to provide the leadership in the bond building campaigns. The president assures that the college:

1) maintains the aggressive timeline to build out the institution with these new capital revenues
2) maintains accountability of funds and appropriate projects
3) reports to the community on the progress of bond related projects

SELF-EVALUATION:

Compliance with external agencies has improved through the administrative reorganization as measured by program visits and reporting. The college works closely with funding agencies to ensure that actions are in compliance with their regulations. The college works closely with the District CFO and the District accounting director to monitor revenue and expenditures monthly and quarterly. The college uses the District’s compliance unit to investigate allegations of discrimination, sexual impropriety and other inappropriate behaviors. The college provides trained facilitators for the hiring processes. The District has implemented a whistleblower program through the Internal Audit Division of the district and the LASC President chairs the committee reviewing whistleblower complaints and actions. The president works closely with the Internal Audit Division to perform periodic reports on areas of high concern. Over the past three years the following departments have been audited and improvements made: Bookstore, Community Services, Athletics, Business Operations, Financial Aid Office, DSPS, TRIO Scholars, TRIO STEM, CalWORKs, Upward Bound, and Talent Search. District policies are reviewed regularly within the Chancellor’s Presidents’ Council and the Chancellor’s Cabinet.
Budget policies, district-wide, are recommended through the District Budget Committee (DBC), which is currently co-chaired by the LASC President. [IVB.52]

**PLANNING AGENDA:**
- None

**IV.B.2.d. The president effectively controls budget and expenditures.**

**DESCRIPTIVE SUMMARY:**

The college has historically ended each academic year in a deficit. The president has led the college to improve its fiscal stability by communicating the college’s budget and FTES goals to the college and external communities on a regular basis and by hiring a Dean of Resource Development, who has been instrumental in the last two years in securing single and multi-year grants in excess of $13 million. [IVB.53]

The president works closely with District Fiscal Operations to review revenue and expenditures and authors plans to reduce deficits. In preparation for presidential reports, the President reviews all budget reports from the Vice President of Administrative Services and the district office to monitor program balances. In light of this review, the president requires all SFP and categorical programs to appropriately offset costs that would otherwise be absorbed by the college general budget. In addition, the president has reduced staff when possible; the president also monitors expenditures, reviews high cost areas, and implemented a hiring freeze. The Executive Committee of the DBC is in the process of reviewing the district allocation process. Small colleges of the district struggle to meet their costs with current revenue allocation. This has been a concern for a number of years and is being addressed definitively. These issues have become more evident over the past two years with workload reductions, categorical reductions and internal reductions. The college instituted a 5% cut for the 2011-2012 academic year and is preparing for further cuts. The college, based on a policy approved by the Chancellor, has requested funds to fill the gap between the cuts and fixed costs inclusive of instruction.

**SELF-EVALUATION:**

The college’s budget transformation has been difficult at best. The President has taken a hands-on approach to ensure that the college operates with fiscal integrity and reduces expenditures to a level where college functions are not fully compromised. With fixed costs near or exceeding 100% of the budget, there is minimal discretion in budget development. In addition, the president effectively manages the bond programs evidenced by the end of the year report on use of bond funds, construction progress, oversight committee minutes, faculty and staff participation, and analysis of costs within its budget. At times, the duty of maintaining fiscal responsibility has led the college president to have to make hiring and spending decisions that are not always popular with the college faculty and staff.

**PLANNING AGENDA:**
- None
IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY:

The college president attends regular community meetings including homeowner associations, civic groups, workforce investment boards, economic development boards, and other external groups to promote a positive image for the college. The president has directed the administrative staff to create and strengthen community partnerships to provide outreach and collaborative opportunities for the institution. The president attends all college foundation meetings and activities and serves as the liaison between the college and the foundation. Community presence has increased markedly since the last accreditation visit due to the passage of the Measure J bond. In addition, the president holds periodic college forums to discuss critical issues and obtain feedback from campus and community stakeholders.

SELF-EVALUATION:

Communicating effectively both on and off the campus requires time and resources. When surveyed, faculty and staff were asked on a scale of one to five (five being positive and one being negative) if the college president works and communicates effectively with the communities served by the college. The average score (3.4) indicates an overall positive rating for communication by the president to those communities served by the college.

Due to our public relations specialist being on an extended leave of absence, the college has not had a public relations presence for the past 30 months. That position is now vacant, and it is the college’s intent to hire an individual with social media and web experience to further enhance internal and external communications. Nevertheless, the president has been able to provide responses to requests from political, community and business leaders as part of his regular duties. The president maintains visibility with the external community and works to combine meeting obligations with district management and staff.

PLANNING AGENDA:

- None

IV.B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
DESCRIPTIVE SUMMARY:

The areas of responsibility of the District Office and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In 1999, the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level. Since the adoption of the principle of decentralization, the district and the colleges have worked to clarify and delineate operational responsibilities.

The District has been actively engaged in addressing this standard since it participated in the ACCJC’s first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the district system and the colleges have been produced since then. The 2008 version was a 130-page document containing descriptions of the roles of the Board of Trustees and its committees, the functions and membership of 56 district-wide governance and administrative committees, a definition of the functional relationship between the district and the nine colleges, a grid of District Office Service Outcomes (DOSOs) detailing the function of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing participation in administrative processes. [IVB.54], [IVB.55], [IVB.56]

The ACCJC evaluation teams visiting three of our colleges (City, East, and Trade-Tech) in 2009 agreed that while the 2008 Functional Map might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the district and the colleges, noting that they “have made significant progress... in detailing [their] administrative and governance roles and processes and that the Functional Map “provides a framework for clarifying roles and responsibilities of the district office and where they interact with the colleges”. However, the teams felt that the District needed to take the additional step of evaluating the accuracy of the delineation of district/college roles and responsibilities and use the information to improve effectiveness. [IVB.57], [IVB.58]

To respond to this recommendation, the LACCD District Planning Committee (DPC) created a project that culminated in a full assessment and revision of the 2008 Functional Map. This process engaged faculty, staff, administrative, and student leaders in a dialogue on the mutual roles and responsibilities of the colleges and the district system. The project included the following activities: [IVB.59]

- **Review and Revision of District Office Service Outcomes (DOSOs)**
  A 72-page segment of the Functional Map offered a detailed description of the relationship between district-level administrative units and their college counterparts. So that the service outcomes in the revised handbook would accurately reflect their operational responsibilities, in fall 2009, all District Office administrative units reviewed their sections for accuracy, simplified and condensed descriptions of functions, when
possible, and checked to be sure that outcome measures were feasible and appropriate. The new, more accurate draft version was circulated among primary user groups for critique and comment and suggestions were used to produce a final version of the DOSOs.

- **Update of District-wide Committee Descriptions**
  All standing district-wide committees and councils were asked to revisit and revise their descriptions using a new template to provide uniform information on the committees’ description and charge, reporting authority, consultation and collaboration, chair and membership by position, meeting dates and times, and date of annual self evaluation and goal setting. Revised descriptions with templates of more than 50 district-wide committees were sent to the DPC in February 2010 for inclusion in the new handbook. [IVB.60]

- **Expansion of the Functional Map**
  Realizing it was necessary to include more detail on district-wide governance, planning, and decision-making processes, the DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, policy formulation processes, the roles and responsibilities of stakeholder groups and district-wide committees, and the process and timeline for cyclical evaluation of effectiveness and revision of the new handbook. This was done in conjunction with a district-wide effort to assist the colleges to document their governance and planning processes by creating college handbooks. After researching several models, the DPC designed a template for colleges to use as a guide. The DPC reviewed the new segments and members of appropriate stakeholder groups reviewed sections on participatory governance. [IVB.61], [IVB.62], [IVB.63]

- **Survey**
  The DPC also launched a survey to assess the accuracy of the current definition of the district/college relationship. The results were used to create an Assessment Report with action items for continuous improvement of district/college role delineation. (See IV.B.3.g for details of this evaluation.)

- **Replacement of the 2008 Functional Map**
  All of the efforts described above led to the replacement of the 2008 functional map with the *LACCD District/College Governance and Functions Handbook*, which was approved by the Board of Trustees in March 2010 and was posted on the District website and distributed to the colleges and constituency groups. [IVB.64]

**SELF-EVALUATION:**

Operating within the framework of a large multi-college district, it is an ongoing challenge to delineate roles. Decentralization is a work in progress that requires periodic review and alterations. The district has become partially decentralized, with some decisions made locally and others made by the District Office and district governance bodies. In relation to curriculum,
for example, some characteristics of a course are determined by the college and some by the district. Other functions, such as hiring decisions, are decentralized.

In the past several years, district efforts, including the delineation of District Office Service Outcomes, the on-going process mapping project, the institution of Customer Satisfaction Surveys (see IV.B.3.b), and the formal delineation of District-wide committees, have greatly improved the understanding of roles and responsibilities across the district for all campus constituencies.

The new District Governance and Functions Handbook serves as a convenient, user-friendly guide to district/college roles and responsibilities and decision-making processes and provides employees with a more accurate and informed understanding of the District’s role in relation to the colleges. The Vice Chancellor of Educational Programs and Institutional Effectiveness keeps the online edition updated. Beginning in spring 2012, the Handbook will be re-assessed and revised on a two-year cycle (see IV.B.3.g). [IVB.65]

**PLANNING AGENDA:**

- None

**IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.**

**DESCRIPTIVE SUMMARY:**

The District’s primary purpose is to provide operational and logistical support to the colleges. In this effort, the District Office offers an array of support services. The main services involve instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the $6 billion construction program), and information technology. Collaborative procedures between the District and the colleges include the budget allocation model, submission of state MIS data, and implementation of board rules. Each college, through its own local budget allocation process, determines specific operational and educational priorities.

The District Strategic Plan 2006-2011 identified among its goals the development of a district-wide “culture of service and accountability” to maximize the ability of the colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district.

To assess the District’s effectiveness in providing these services, Customer Satisfaction Surveys for every major service unit in the District Office were piloted in fall 2008 and continue to be collected. The results of these surveys are used to improve unit performance and further refine District Office operations. [IVB.66]
SELF-EVALUATION:

The district’s ongoing self-analysis (see IV.B.3.a) has resulted in recommendations for the re-organization of administrative unit structures and the refinement of functions. Involving input from all nine colleges, this has resulted in the establishment of clear outcomes for all district administrative offices, which are being used to measure the effectiveness of support services. For example, respondents answering the Human Relations survey reported that they needed to increase their knowledge about the products, services, and staff in that division. In response, the HR Division created a series of publications called HR Guides and other useful resources, which they posted on the District’s intranet. The division also established an HR help desk.

When District IT sent out its satisfaction survey, most colleges overwhelmingly responded that they were dissatisfied and frustrated with the current Student Information System, which was purchased in 1982. Consequently, a consultant firm was brought in to assess District needs and a new Student Information System was added to the list of Proposition J bond projects.

As a result of another client satisfaction report, the Office of Diversity Programs concluded that it needed to provide more training in compliance issues (e.g., sexual harassment and reasonable accommodations), provide guidance, leadership, and direction on diversity and equal employment issues (so as not to be only associated with investigations of complaints), and to continue providing technical assistance to colleges on prohibited discrimination complaints. Since receiving this feedback, the Office of Diversity Programs has provided more training and assistance to colleges.

Although many administrative functions have been decentralized to the nine colleges, most of the functions the District performs are, for technical or financial reasons, best carried out centrally. For example, several years ago the district Human Resources and IT Divisions replaced the outdated “homegrown” paper payroll system with an automated version. This conversion to SAP originally created a number of problems for college staff. To address these problems, the District designated and trained personnel (Single Point of Contact staff) on each campus to deal with SAP-related payroll issues. The District created an Employee Service Center to assist all LACCD district employees with payroll, benefits, retirement, and other personnel matters. When colleges expressed the need to reduce the time it took to establish budgets for new Specially Funded Programs, the Office of Budget and Management Analysis streamlined the process and set up trainings. [IVB.67]

Another example of the district’s role in supporting the colleges is offered by the project undertaken in 2007 to upgrade college websites. Working collaboratively, college public information officers met with District staff and outside consultants to design templates for college web pages. This project, now fully implemented, has greatly enhanced district-wide communications and provided valuable support to college PIO staff.

Additionally, the District Office staff is working with the colleges to map our business processes in anticipation of the roll-out of the new Student Information System, which will greatly increase efficiency. This new administrative software will support the need for information on college and
district finances, student information, and HR/payroll, and assist with open source software, cloud computing, and web hosting.

Online program review is currently being tested by District IT. Once it ‘goes live,’ it will be a useful tool the colleges can use for integrated planning.

**PLANNING AGENDA:**
- None

**IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

**DESCRIPTIVE SUMMARY:**

The District Budget Committee (DBC) develops and oversees implementation of the district’s resource allocation model. In 1999, the DBC was restructured to include additional faculty representation; it is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units.

Since 2000, the DBC has periodically reviewed and evaluated the allocation model and recommended changes when deemed necessary. Among these have been changes to the way colleges receive growth funds and basic skills money, a “window shade” approach to the allocation of growth dollars, and the creation of growth targets/ceilings, designed to maximize FTES growth and basic skills revenue. An FTES Allocation Taskforce, convened in 2005, concluded that the FTES allocation formula adequately provided resources necessary for the colleges to serve their communities and should be continued. In 2001, the DBC instituted allocation grant procedures to assist colleges that had temporary trouble balancing their budgets by allowing a college ending the year in deficit to apply for debt relief. If the college followed DBC recommendations, a portion of the deficit was offset with funds from the district’s contingency reserve. In 2007, the DBC decided that a college ending the year in deficit for more than $500,000 or 1% of its budget (whichever was greater) was required to submit a financial plan and participate in a quarterly review.

As a result of a 2006 third-party review of allocation mechanisms, instituted to assure that the smaller colleges were not being negatively impacted, in 2007 the District instituted a new budget allocation model, based on SB361, to distribute resources to its institutions. This model, which parallels the state budget formula, provides for base funding based on the size of the college, credit FTES, regular non-credit FTES, and enhanced non-credit FTES. It also takes into consideration any COLA, growth, or other revenue received and any balances and open orders. The District distributes funds to the colleges, after a foundation grant, on a credit FTES basis with a two-tiered basis for noncredit (i.e., noncredit and noncredit enhanced) less assessments to pay for centralized accounts, district office services, and set aside funds for the district’s contingency reserve. The rules for enrollment decline and restoration are also spelled out in the model, and the final budget must be approved by the Board of Trustees. [IVB.68]
The model differs from the state formula in one respect -- it increases the foundation grant for the district’s four smaller colleges (Harbor, Mission, Southwest, and West) by $500,000, modified by COLA adjustments each year from the contingency reserve. This augmentation was made in acknowledgement of the additional administrative, business, and operational expenses incurred by the smaller colleges. In addition, Trade-Technical College requested and was granted a budget augmentation of $500,000 in light of its large proportion of high-cost CTE programs. District-wide assessments were changed from a percentage of college revenue over total district revenue to a cost per FTES basis, in order to make the system more equitable. The District Office budget allocation was not set at a fixed percentage and its budget is periodically reviewed. However, when colleges are required to reduce their budgets in response to state budget cuts, the District Office must also do the same.

The District budget allocation model and the challenges faced by individual colleges continue to be addressed. In summer 2008, the DBC formed a subcommittee, the Fiscal Policy and Review Committee, to address the situation of colleges that continued to experience budget difficulties and to consider new approaches for enhancing college fiscal stability. To address an action item -- “Review the District Budget Process” – that resulted from surveys on college roles/functions and district-wide governance conducted in 2009 (see IV.B.3.g), the FPRC and the DBC met at least monthly to review their roles and responsibilities. In May 2011, the FPRC was renamed the Executive Committee of the DBC and the charges for both committees were revised to ensure that the budget planning policies were consistent with the District Strategic Plan. [IVB.69]

The Executive Committee of the DBC is reviewing the District’s current budget allocation formula, examining base allocations, the use of ending balance policy, assessments for District Office operations, enrollment growth targets, and the college deficit repayment policy. It has been looking at other multi-college district budget models (e.g., Ventura, San Diego, and Los Rios) to determine whether it is necessary to develop a new model or make changes to the current one.

**SELF-EVALUATION:**

The allocation of resources is one of the District's most challenging tasks. However, revisions made to the allocation process in the past few years have created a more equitable and efficient system that reflects the needs and priorities of the colleges, namely sufficient funds to support FTES targets established by the DBC. Furthermore, the system takes into consideration the needs of each institution.

The most important priority of all the colleges is to protect the instructional program. An example of this commitment was the distribution of $6.83 million from the District's projected balances. This budget augmentation to all nine colleges was for estimated employee benefit costs of $4.33 million and increased utilities and Maintenance and Operations costs associated with the new buildings built with bond funds, estimated at $2.5 million and distributed to each location based on gross square footage. [IVB.70]

The revenue-based allocation model that mirrors formulas in place at the state level is a data-driven model that is consistent with board policy, which stipulates that college funding be
allocated in a manner similar to the way that revenues are received by the district. This change—from an “expenditure model” to a “revenue model”—encourages fiscal accountability on the part of the colleges.

The model is based on a realistic assessment of the needs of each institution, as seen in its augmentation for the smaller colleges and Trade-Tech. The DBC also approved $675,616 in ongoing assistance to Southwest College for the upkeep of its baseball fields and assistance to Mission College by forgiving $500,000 of its deficit when the college presented a realistic plan to balance its budget.

Any college that wished to have its deficit forgiven was able to make a request to the DBC through the Allocation Grant Task Force. The allocation grant process, which required colleges to re-pay shortfalls while submitting to more rigorous oversight, was designed to encourage budgetary restraint while assuring institutional stability.

With the current district-wide budget shortfall of $28.7 million due to cuts to state apportionment for Fiscal Year 2011-2012, the DBC moved away from the concept of an allocation grant process since so many colleges were projected to have shortfalls. In spring 2011, the committee issued recommendations to the colleges to help them establish balanced budgets for 2011-12. All colleges are expected, at a minimum, to make a 5% cut. Colleges that find themselves in deficit and need more funding may request access to the District's balances after meeting the following criteria:

1) The college has reduced at least 5% of its planned expenditures below the 2010-2011 expenditure level
2) The college does not have sufficient funding to maintain its enrollment offerings to meet the funded base FTES
3) The college has used up all its balances

The District also authorized the suspension of college debt repayments for 2011-12 and 2012-13 and restructured the payback plan from a three-year to a five-year plan. [IVB.69]

**PLANNING AGENDA:**

- None

**IV.B.3.d. The district/system effectively controls its expenditures.**

**DESCRIPTIVE SUMMARY:**

The District has established financial control mechanisms to effectively control expenditures. Every college president is responsible to the chancellor for the management of his/her college's total budget and must establish a process for budget development and management; every vice chancellor is responsible for his/her District Office budget. Each is expected to maintain a balanced budget and be effective in the utilization of financial resources. Included in the process is an opportunity for constituent groups of the college community to make recommendations.
Each college is required to prepare a fiscal report for the first, second and third quarters of the fiscal year, a report that provides the status of the college’s budget and its projected fiscal obligations for the year. The first quarter report, due in November, includes preliminary data on the fall semester. Beginning with the second quarter report, colleges are expected to project an annual expenditure and identify the steps necessary to maintain a balanced budget.

Any college ending the year in deficit that is greater than 1% of its budget or $500,000, whichever is greater is required to:

- Perform a self-assessment and review.
- Submit a financial plan that addresses the college financial health.
- Participate in a quarterly review on the college’s fiscal condition.
- If a college has experienced multi-year deficits, the college may be required to submit a detailed recovery plan for achieving fiscal stability.

To ensure sound fiscal management and provide a process to monitor and evaluate the financial health of colleges within the district, all nine colleges follow the Operating Standards and Measures for Monitoring and Assessment of College Fiscal Conditions. This standard of good practice covers the development of an annual college financial plan, quarterly status reports on expenditures, the requirement to set aside a 1% reserve, and a requirement to balance the college’s budget.

As part of the annual district-wide budget planning process, each summer the colleges establish FTES targets for the upcoming academic year. At the same time, financial benchmarks are set via preliminary budget allocations. These benchmarks are derived in a way to ensure good management and accountability for a predicted level of students served. As the year progresses each college is measured against this “ideal” or target allocation for managerial control purposes. At the end of the year, the college’s ending balance reflects the success of local management efforts in allocating college resources, and the results are incorporated into presidential evaluations. The deficits that are carried forward reflect the district’s attempts to assert budget management accountability and encourage budgetary rigor. From the perspective of fiscal accounting and control, however, all colleges are granted sufficient resources to end each fiscal year with a neutral (“0”) or positive fund balance.

In April 2010, the DBC’s Fiscal Policy Review Committee made recommendations for colleges to establish balanced budgets for 2010-11 that set criteria for colleges to maintain enrollment (FTES) at 2009-10 funded FTES levels, meet FON requirements for Fall 2010, and balance their college budgets. Throughout the year, colleges monitor their spending with monthly projections, update their college financial plans, and review their budgets quarterly with the District’s Chief Financial Officer. [IVB.72]

As a result of these procedures, the District has maintained at least a 5% contingency reserve fund every year since the reform of the DBC and allocation formula in 2006-07. [IVB.9]

The LACCD took significant steps to address the issue of its unfunded liability for retiree health care in fall 2006 by negotiating an agreement to begin pre-funding a portion of its unfunded
obligation. The District annually directs 1.92% of the previous fiscal year’s fulltime employee payroll into an irrevocable trust, managed through CalPERS. An amount equivalent to the District’s annual Medicare D refund is also diverted from its operating budget into the trust. As of June, 2011, the balance in the trust was $30,311,536.07. The Fair Market Value of the Trust on June 30, 2011 was $34,185,180.73. The District monitors its liability and continues to assess the adequacy of its annual contribution. [IVB.73]

Although the District does not fully fund the annual (accrued) OPEB cost calculated based on the Annual Required Contribution (ARC), under the current plan, the District has committed to fund each year out of the General Fund the annual retiree health benefit payments ($23,117,855 for fiscal year 2011) plus a 1.92% of the previous fiscal year’s fulltime employee payroll and Medicare Part D refund invested into the CalPERS irrevocable trust. The contribution for fiscal year 2010-11 totaled $33,804,289, which was more than 82% of the Annual Required Contribution (ARC) of $40,908,000.

Considering that the District prefunds each year 1.92% of the total full-time salary expenditures in addition to the annual pay-as-you-go amount, the District will accumulate sufficient funds invested in the irrevocable trust over the next 15 to 20 years to fully fund the ARC and significantly reduce the unfunded liabilities. Even though, over the last three years, the District received less funding from the State due to the budget crisis, the District has not interrupted its annual contribution under the plan. The District is committed to continuing the current contribution plan and will ensure that adequate cash will be available to pay for OPEB liabilities when those costs become due.

In order to maintain control over health benefit costs for employees, the district and employee unions formed the Joint Labor Management Benefits Committee (JLMBC), which works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the JLMBC took action to reduce the cost of health care coverage for both active and retired employees. After a great deal of research and discussion, the JLMBC voted and the Board approved the move to health care plans administered by CalPERS, which took effect January 1, 2010. Because of the significantly lower retiree benefit costs under CalPERS, the district was able to reduce its GASB obligation by about $97 million. [IVB.74], [IVB.75]

**SELF-EVALUATION:**

The District has demonstrated effective control of its expenditures. Since the 1990’s the District has consistently ended the fiscal year with a positive balance. Its overall ending balance was over 14% in 2009-10 and over 17% in 2010-11 fiscal years; thus, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit. The maintenance of a significant reserve fund and healthy ending balances has minimized the impact of state budget cuts on local college programs.

The JLMBC has been a successful model for savings in an environment of spiraling health care costs. It won the 2004 AFT Saturn/UAW Partnership Award as an exemplary model of labor-management collaboration that has resulted in delivering cost effective, efficient, high quality
services. In 2007, the District’s GASB pre-funding plan was cited as a best practice by Governor Schwarzenegger’s Commission on Public Employee Post-Employment Benefits. The decision to move the District’s health care plans to CalPERS was an important step to help to control spiraling health care costs and reduce the District’s post-retirement obligation. By switching to CalPERS and self-funding employee dental and vision coverage, the District has saved about $30 million in the last two plan years. [IVB.76], [IVB.77], [IVB.78]

**PLANNING AGENDA:**
- None

**IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

**DESCRIPTIVE SUMMARY:**

College presidents—undergo annual evaluations conducted by the chancellor and are required to file monthly reports on goal setting and campus activities. Evaluations contain clear grades for effectiveness in key areas so that presidents can be held accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees. [IVB.32]

**SELF-EVALUATION:**

Since the adoption of administrative decentralization, presidents have enjoyed the freedom to make key decisions but are also held directly accountable for their actions.

**PLANNING AGENDA:**
- None

**IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

**DESCRIPTIVE SUMMARY:**

The District Office has several vehicles for communicating with the colleges. The District provides reports pertaining to such areas as finance, personnel, and demographics. It maintains several databases—including the mainframe computer database (DEC), Protocol, SAP, and Business Warehouse—which allow personnel to access student information and information related to college operations and enrollment management.

District-wide councils and committees, such as the Presidents’ Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief
Student Services Officer Council, the CTE Deans, the District Budget Committee (DBC), the Student Success Initiative Committee (SSI), the District Planning Committee (DPC), and the Technology Policy and Planning Committee (TPPC), facilitate the sharing of information, which attendees bring back to their campuses. A video conferencing system allows representatives from the nine colleges and the District Office to meet virtually.

Representatives from constituency groups (all collective bargaining units, including faculty, staff, and administration, the academic senate, and students) have seats at the resource table at every board meeting, and comments from the resource table are a standing item on each agenda. Representatives also have the opportunity to take part in the discussion of any item that comes before the board for a vote.

Before board meetings, agendas are posted at the District Office and online, and the colleges’ presidents, vice presidents, academic senate presidents, and bargaining unit representatives receive copies. Minutes of Board meetings are posted on the District website.

**SELF-EVALUATION:**

Recognizing that communication has been an issue, the new chancellor, who took office in August 2010, made a commitment to improving communication between the District and the colleges. The Chancellor’s Office issues frequent bulletins to all employees at the colleges with budget updates and relevant information, including resolutions passed by the Board. [IVB.79]

The new chair of the District Strategic Planning Committee made a similar commitment to improving communication. At its July 2011 meeting, the committee discussed the Strategic Plan Communications Plan, which is designed to increase employee understanding of how their roles relate to the strategic plan. The committee will conduct a pre- and post-assessment. The goal is to increase the percentage of employees who understand the relationship to 50% above the baseline by June 2012. [IVB.80]

In the past year, the District Office of Educational Programs and Institutional Effectiveness has taken the following steps to improve communication and the flow of information between the District and the colleges:

- Established a new link, District-level Governance Committees, on the District home page and moved agendas and minutes from the intranet to this page, entitled LACCD 411. Collected and posted minutes of key District committees whose minutes were not current; the minutes are now up to date. [IVB.81]
- Added a search feature so that visitors can search for information in the minutes. In the first two months of being posted, the page had over 600 hits.
- Reminded District-level governance chairs of their responsibility to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings for posting on the District website.

So that the flow of information can be a two-way street, District IT will pilot a system to allow college constituents to comment and provide feedback on documents, such as plans and
proposals, posted by District committees. In August 2011, District IT began the process of completely revamping the District Office website. [IVB.82]

**PLANNING AGENDA:**

- None

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**IV.B.3.g.** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

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**DESCRIPTIVE SUMMARY:**

The LACCD has been continuously delineating the roles played by the District and the colleges (see IV.B.3.a) and has a long history of active participatory governance at the district level; however, the effectiveness of its role delineation and its decision-making processes had not been formally assessed prior to ACCJC evaluation team site visits to three of our colleges (East LA, City, and Trade-Tech) in spring 2009. In response to the teams’ recommendations, in fall 2009, the District Planning Committee (DPC) took the following steps to implement a new cyclical process for self-assessment:

- **Assessment of District/College Role Delineation**
  
  In the fall of 2009, the DPC conducted a survey of the accuracy of the definition of the district/college functional relationship as documented in the 2008 Functional Map. Given the size and scope of district operations, the DPC decided to survey faculty, staff, administrative, and student leaders who participate directly in administrative or decision-making processes that involve active district/college collaboration. Respondents were asked to indicate their level of agreement with statements on whether the delineation accurately reflected the roles of the District in relationship to the colleges and were also invited to offer suggestions to make the descriptions more accurate and for administrative or operational changes that they believed would improve district/college effectiveness. [IVB.83]

  The results of the survey, completed by 185 respondents, were presented to the DPC in January 2010 for review and analysis. Suggestions to improve the accuracy of the description of the district/college functional relationship included making the delineation of functions as brief as possible, adding a glossary of terms, and including the names of those responsible for various functions. Suggestions for improving the district/college relationship included improving communication, streamlining operations, creating a district-wide ombudsperson to channel concerns, and more time spent by District senior staff at the colleges.

  The DPC issued a summary of this project. Although most college leaders endorsed the accuracy of the delineation of district/college operational responsibilities as defined in the original
Functional Map, to address some of the issues raised, the report included these recommendations:

1. Review the District Budget Process (see IV.B.3.c)
2. Optimize District/College Administrative Operations (see IV.B.3.b)

Assessment of District-level Governance and Decision-making
In fall 2009, the DPC conducted a survey of stakeholder satisfaction with district-wide participatory governance, targeting faculty, staff, administrators, and student leaders directly involved in some form of district- or college-level governance. Respondents were asked to indicate their agreement with 21 questions about the roles played by stakeholder groups, the effectiveness of decision-making processes, administrative and Board support of participatory governance, and the effectiveness of decision making in relation to the District’s stated mission. In addition, respondents were invited to indicate problems and suggest solutions. [IVB.84]

On the 311 surveys completed, results indicated generally positive approval of district-level governance overall, tempered with concerns about the effectiveness of communications, the transparency of decision-making processes, and the level of centralization. Most of those surveyed agreed that all stakeholder groups play an appropriate role and are effectively represented in district-level decision making and that the Board supports participatory governance at the district level. Suggestions included more use of video conferencing, e-bulletin boards, periodic status reports to the colleges, open forums, and a web page dedicated to fiscal transparency. Some felt that the colleges need more freedom to make their own decisions and indicated that geographical dispersion and the large number of stakeholder groups make district-level governance cumbersome and time-consuming, which discourages participation and distances district-level activity from realities at the colleges.

In spring 2010, the DPC issued a report summarizing the results of the survey and including plans for improving district-level governance and decision making processes. The report was approved by the Board in March 2010 and shared with key stakeholder groups. [IVB.85], [IVB.64]

The four action plans to improve district-level governance were the following:
1. Implement a District-wide Communications and Transparency Initiative (see IV.B.3.f)
2. Review the District Budget Process (see IV.B.3.c)
3. Streamline District-level Governance and Planning Processes (see Self-Evaluation Process below)
4. Enhance Staff Development on District Governance (in process)

The District Academic Senate is taking the lead for action item #4, to develop a staff development training module to be posted on the District website for use in training constituents about the inter-connection between local shared governance decision-making structures and district governance.

Both of the comprehensive assessment efforts described above led to the creation of the new LACCD District/College Governance and Functions Handbook (see IV.B.3.a).
**District Governance Committee Self-Evaluation Process**

The DPC also designed a process for the annual self-evaluation of district-level participatory governance committees to assure that activities align with the committees’ charges, solicit reflections on achievements, and generate recommendations for improvements.

To guide each committee’s self-evaluation, the DPC designed a District-wide Governance Committee Self Evaluation Form, an assessment template originally piloted at Los Angeles Mission College. It requires committees to provide information on such aspects as a monthly summary of major issues addressed, annual accomplishments, obstacles to effective functioning, and future goals. The four district-wide committees that performed the self-evaluation process in 2010 and 2011 each reported individual issues and recommendations for improvement. District-level governance committee self-evaluations will be conducted every year and results will be reported to the Board as part of its annual review of District effectiveness. [IVB.87]

**The Biennial Governance Assessment Cycle**

To close the loop on its biennial cycle of governance assessment and improvement, early in spring 2012 the DPC revised the District-level Governance and Decision-Making Assessment Survey and sent it out again. The results will be used to craft new recommendations to improve district-level governance and decision-making processes and be included in the new *District-wide Governance Assessment Report* to be published in spring 2012. The results of this assessment, along with specific recommendations for further improvement, will be presented to the Board of Trustees in a new report, and District-wide governance and decision-making processes will be re-assessed and refined every two years.

For an examination of steps taken to clarify district/college role delineation as a result of the evaluation process described in this section, see IV.B.3.a.

**SELF-EVALUATION:**

The new *LACCD District/College Governance and Functions Handbook* is helping faculty, administrative, staff, and student leaders navigate district-wide governance and decision-making processes more effectively. The District’s follow-up regimen – the newly implemented biennial governance assessment cycle and the annual self-assessment of District governance committees – was created to improve district-level governance and decision-making processes and ensure that ongoing efforts to enhance district-wide decision-making are sustainable and lead to continuous improvement of governance processes. The Board’s new District effectiveness review cycle is expected to increase the Board’s ability to monitor district-wide progress on all district-level strategic goals and Board priorities and help guide district-level decision making.

The district’s governance and decision-making structures are collegial and inclusive, with constituents working together to help the colleges reach their educational goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the colleges. Faculty and staff are well represented on district-wide committees. Students have a voice through a student trustee, who sits on the College Planning and Advisory Councils and
college president selection committees, and convenes the Student Affairs Committee, which considers policies that impact students.

**PLANNING AGENDA:**
- None
|IVB.1| Board Rules Folder |
|IVB.2| Decentralization Policies Folder |
|IVB.3| [Http://Www.Laccd.Edu/Board_Of_Trustees/Standing_Committee_Minutes/](P. 3) |
|IVB.4| Capital Construction Committee Minutes.Pdf |
|IVB.5| LACCD_Strategic_Plan_2006-11.Pdf |
|IVB.6| DPC Scorecard Report On District Strategic Plan Folder |
|IVB.7| Districtstrategicplanningcommitteeminutes5_24_2011.Pdf |
|IVB.8| SWOT Results Districtwide.Pdf |
|IVB.9| Laccdaudit2010.Pdf |
|IVB.10| Institutional Effectiveness Committee Minutes Folder |
|IVB.11| Sign In Sheets Training August 2011.Pdf |
|IVB.12| Board Rules Ch.II Articleii.Pdf |
|IVB.14| Chancellors Directive #70.Pdf |
|IVB.15| Admin Reg C-12.Pdf |
|IVB.16| BOT Agenda 8-11-10 CDC Ctrs.Pdf |
|IVB.17| Board Rule2105.Pdf |
|IVB.18| Orientation Procedures For New Student Trustees.Pdf |
|IVB.19| Board Member Orientation.Pdf |
|IVB.20| Board_Retreat_Minutes_1-20-10.Pdf |
|IVB.21| Board Rule 2301.10.Pdf |
|IVB.22| Board Retreat Minutes August 2011.Pdf |
|IVB.23| District Effectiveness Review Cycle.Pdf |
|IVB.24| Board_Rules_Ethical_Values.Pdf |
|IVB.25| Institutional Effectiveness Committee.Pdf |
|IVB.26| Board Rule 10307.Pdf |
|IVB.27| Chancellors Directive 122.Pdf |
|IVB.28| Chancellor Evaluation Data Collection.Pdf |
|IVB.29| Chancellor Selection Procedures.Pdf |
|IVB.30| Performance Evaluation Process For College Presidents.Doc |
|IVB.31| President Evaluation Packet.Doc |
|IVB.32| Chancellors Cabinet Memo May 25 2011.Pdf |
|IVB.33| Organizational Chart |
|IVB.34| Administrative Meetings Docs |
|IVB.35| Materials On Sexual Harassment |
|IVB.36| District AFT Chair And Dean Trainings |
|IVB.37| Enrollment Management Meeting Announcements |
|IVB.38| Enrollment Management Work Product |
|IVB.39| Copies Of Calendars And Emails Announcing Meetings |
|IVB.40| EVP Job Description |
|IVB.41| Dean Of IR Job Description |
IVB.84 District College Roles & Functions Assessment Report.Pdf
IVB.85 District-Wide Governance Survey.Doc
IVB.86 District-Wide Governance Assessment Report.Pdf
IVB.87 Committee Self Evaluations Folder
APPENDIX

- Campus Maps
- Link to LACCD Functional Map
- Link to LASC Functional Map
- Comprehensive List of Planning Agendas
- Master Evidence List
- 2006 Planning Agenda Matrix
Los Angeles Southwest College
Measure J - Long Term Master Plan
Complete Build-Out
4th Quarter 2013
APPENDIX B

For the complete LACCD District/College Governance and Functions Handbook, follow this link:
http://www.laccd.edu/inst_effectiveness/District_Governance/
APPENDIX C

Link to LASC Functional Map:

## APPENDIX D

Los Angeles Southwest College

2012 Self-Study

Master Planning Agenda

<table>
<thead>
<tr>
<th>Standard Section</th>
<th>Accreditation Standard</th>
<th>Planning Agenda(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-B6</td>
<td>Systematically assesses ongoing planning and resource allocation process</td>
<td>1) Evaluate and update all institutional plans in line with the new LASC 2011-2014 Strategic Plan</td>
</tr>
<tr>
<td>II-A1b &amp; II-A2d</td>
<td>Delivery systems and modes of instruction compatible with the objectives of the curriculum Uses delivery modes and teaching methodologies reflective of the diverse needs and learning styles</td>
<td>2) Implement the DE policy adopted in fall 2011</td>
</tr>
<tr>
<td>II-A1c &amp; II-A2b</td>
<td>Identifies student learning outcomes for courses, program, certificates; assesses and make improvements Faculty expertise and advisory committees to identify competency and measure learning outcomes for courses, certificates, programs</td>
<td>3) Implement and monitor the six semester SLO cycle to reach sustainability by 2014</td>
</tr>
<tr>
<td>II-B1</td>
<td>Assures the quality of student support services—regardless of location or means of delivery support student learning and enhance achievement of the mission of the institution</td>
<td>4) Incorporate assessment of online student services into non-instructional program review process</td>
</tr>
<tr>
<td>II-C1b</td>
<td>Ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency</td>
<td>5) Provide human and physical resources to support the library's mission</td>
</tr>
<tr>
<td>III-A1 III-A2</td>
<td>Employees personnel who are qualified Maintains a sufficient number of qualified faculty with full-time responsibility to the institution and support the mission</td>
<td>6) Establish the Human Resources Committee as per the Planning Handbook</td>
</tr>
<tr>
<td>III-B2</td>
<td>Physical resources support intuitional programs and services</td>
<td>7) Hire M&amp;O staff sufficient to bring the college to a level that will effectively serve the campus needs</td>
</tr>
<tr>
<td>III-D1 III-D2</td>
<td>Mission and goals as the foundation of financial planning Financial management has controls and widely disseminates</td>
<td>8) Pilot and implement the LACCD IES for online program review and planning 9) Integrate TCO costs into the annual budget process</td>
</tr>
<tr>
<td>IV-A2 IV-A2a</td>
<td>Has a written participatory agreement for faculty, staff, students and administrators Clearly defined role for faculty, staff, students, and administrators in the governance process</td>
<td>10) Develop a strategic communication plan inclusive of web access, social networking, and alert systems</td>
</tr>
</tbody>
</table>
APPENDIX E

Evidence Master List

2003-04 Functional Map
2005 EMPs
2008 And 2010 Program Review Samples
2008 EMPs
2008 Functional Map
2008 Program Reviews Improvements
2008-2010 Basic Skills Plan
2008-2011 Basis Skills Plan
2008-2011 Student Success Plan
2008-2011 Technology Plan
2010 Program Reviews
2010 SCC Program Review
2010-11 Final Budget Allocation SB361 Allocation Mechanism.pdf
2010-12 College Catalog: Pages 139 To 145
2010-2012 Catalog
2011 Program Review Updates
2011-2014 Strategic Plan
2012 LASC Department Division Data Book
5-5-5-Technology Warranty
A Checklist Of Information Competencies For College Students
Academic Senate Docs
Academic Senate Approval Processes And Timelines
Academic Senate Bylaws
Academic Senate Committees:
Academic Senate Minutes
Academic Senate Minutes (9/14/10)
ACCJC Follow-Up Report 2009
Accreditation Forums
Accreditation Standards Matrix
ACRL Information Literacy Competency Standards For Higher Education
Adjunct Faculty Orientation Materials
Admin Reg C-12.Pdf
Administrative Meetings Docs
Administrative Regulation E-105
Admissions & Records
Advisory Board Notes
AFT/LACCD Bargaining Agreements
Agendas Committees Evidence
Analysis 2008-2011 Strategic Plan
Analysis Of 2009-2010 Basic Skills
Annual Budget: http://albacore.laccd.edu/fis/budget_dev/
Annual Planning Retreat Docs
Annual Program Review Folder
Annual Program Review Update Template
APC Symmetra LX – UPS For MDF
ARCC Data
ASO Activities Supporting ISLO #4
ASO Campus Activities
ASO Constitution And Docs
ASO LASC Committee Assignments
ASO: Campus Engagement
ASO: Community Service Clubs
ATD Evidence Folder
ATD Focus Group Trainings Binders
ATD Focus Group Trainings Sign-In Sheets
ATD Initiative
ATD Interventions
ATD MOU
ATD Newsletter, Nov 2011
Audits For SFPs And Categorical Programs
Basic Skill Restructuring Folder
Basic Skills Plan
Basic Skills Success Rate
Blackboard Mass Communication System Doc
Board Member Orientation.Pdf
Board Minutes July 15 2009.Pdf
Board Retreat Minutes August2011.Pdf
Board Rule 10307.Pdf
Board Rule 2301.10.Pdf
Board Rule Ch. 8 Article Iv – Records
Board Rule2105.Pdf
Board Rules Ch.II Articleii.Pdf
Board Rules Folder
Board_Retreat_Minutes_1-20-10.Pdf
Board_Rules_Ethical_Values.Pdf
BOT Agenda 8-11-10 CDC Ctrs.Pdf
Bot Presentation, June 29, 2011
BRIC - Evidence Folder
BRIC MOU
BRIC Sign In Sheets
BRIC SLO Workshops
BRIC Training Materials
BRIC-TAP
Bridges To Success
Budget Committee Recommendations
CAHSEE Folder
California Benchmark Folder
California Community College Library Survey
Campus Climate Survey From Fall 2010
Campus Email Vetting The 2011-2014 Strategic Plan
Campus-Wide Forums
Capital Construction Committee Minutes.Pdf
Career Center
CCSSE 2010 Benchmark Summary Report
CELSA Test
Chancellor Evaluation Data Collection.Pdf
Chancellor Selection Procedures.Pdf
Chancellor's Bulletins Folder
Chancellors Cabinet Memo May 25 2011.Pdf
Chancellors Directive #70.Pdf
Chancellors Directive 122.Pdf
Changes In Planning Handbook
Child Development Program
College Basic Skills Evidence Folder
College Committees Docs
College Council Agenda And Minutes Regarding The 2011-2014 Strategic Plan
College Council Docs
College Diversity Materials
College Facilities Organizational Chart
College Forums
College Hour
Committee Evaluation Template.pdf
Committee Self Evaluations Folder
Community Services
Competency Exams For Math 115
Competency Exams For English 21
Completed Matrix SLO
Copies Of Calendars And Emails Announcing Meetings
Core Values, Updated Fall 2011
Counseling Chair Evaluation
Counseling Department
Counseling Services
Counseling Website:
District-Wide Governance Survey.Doc
Diversity At LASC
Dowd Letter To President
DPC Minutes 2-26-2010 .PDF
DPC Process For Addressing District Recs.pdf
DPC Scorecard Report On District Strategic Plan Folder
DPC_Goals.pdf
DSPS
East Los Angeles College Evaluation Report (P. 49)
Ed Goals & Vision Statement—In Catalog/Website
Educational Master Plan
Educational Master Plan 2010 Review
Email Documenting Tech Training For Employees
Email From Dean Of Student Services
Email From President Approving The Final Mission Statement
Email To Campus Announcing The Office 2011-2014 Strategic Plan
Emergency Preparedness Plan 2010-2011
English 28 Master Syllabus
English Department Online Newspaper
English Fundamentals BOT Report
English SLO Report
Enrollment Management
Enrollment Management Meeting Announcements
Enrollment Management Work Product
Environmental Scan Data (Madrid)
Environmental Science Course List
EOPS/CARE Program Information
Equity For All
ESL Viability
Evp Job Description
EWC Lab Numbers Fall 2011
Example Of Emails (MRC)
Examples ICOPs
Examples Of SLO Workshop Participants
Examples Program Reviews
Facility Master Plan:
Faculty Aft Agreement
Faculty Selection Tenure Track HR Guide:
Fall 2007 District Student Survey Results
Fall 2009 District Student Survey Results
Fall 2011 Schedule Of Classes
Final Flex Planning And Certification Letter 2010-11
Final Reports Of Equity For All And California Benchmarking
Financial Aid Office
Five-Year Facilities Construction Plan By Priority And Occupancy Dates
Flex Activities And Report On Attendance
Flex Day Materials
Flyers From Professional Development
Flyers From Student Success
FON Projection Sheet/Report
Forensics Certificate
Freshman Experience
Fundamentals Of English Report To The BOT In Fall 2010
GASB Trust Quarterly Statement June 2011.Pdf
General Education
Goldman Sachs Foundation Grant Documents
Governance Handbook Template.Doc
Grant Conception Form
Grant Funding
Grants Office Evidence Folder
Guidelines To Establish A Balanced Budget For 2011-12.Pdf
Health Center
Healthy Advocacy Response Team (Hart) Events
High School Students
Hip-Hop Congress
Homeland Security Grant
Hrguide_P-110_Newhire:
Hr-R-120 Rule
ICOP (Website Link)
Implementation Of 2011-2014 Docs
Institutional Effectiveness Committee Minutes Folder
Institutional Effectiveness Committee.Pdf
Institutional Research Data Provided To Office Of Resources And Grants
Institutional Research Reports
Instructional Department Plans (IDP)
Instructional Department Plans (IDP) Template
Instructional Program Reviews
Integrated College Operational Plan (ICOP)
International Student Office
IPEDS
ISLO Pilot Data
ISLO Revisions
ISLOS Evidence Folder
IT Maintenance And Security Procedures
IT Replacement Policies
IT To President For Projects
LASC Technology Committee:
  LASC Website
  Last Three Strategic Plans
  Latino Employee Association
  LEA Spanish Language Flyers
  Library Program Reviews
  Library Statistics And Charts
  Library Statistics Reports
  Library Student Surveys
  Library Survey Fall 2011
  List And Amounts Of Grants
  List Of Campus Meetings
  List Of Committee Memberships
  List Of Email Invitations To Attend Committees
  List Of IT Projects 2011
  List Of Net Library And GVRL E-Book Titles:
  List Of Sign In Sheets
  List Of Technology Requests Submitted To College President
  Long Term Master Plan
  Los Angeles Trade-Tech College Evaluation Report (P. 48)
  Materials On Sexual Harassment
  Math Common Final
  Math Lab student satisfaction surveys
  Math Lab Workshop Flyer
  Matriculation Office
  McCallum Group (MGI) Weekly Update
  Message Log As Of 11/27/11
  Mini Program Review Documents
  Minutes SLO Committee
  Mission Review Committee Docs
  Mission Review Survey And Results
  Mission Statement
  Multi-College Pilot Project
  Multi-Year Strategic Planning
  Music Department "Jam Sessions"
  My Card LACCD:
  MyMathLab Instructional Materials
  Net Library Statistics
  New De Polices Procedures Manual
  New Employee Performance Evaluation Process:
  New Student Orientations
  New Technology Plan
  Newsletters
  NIPR Data On Library Headcount

LASC 2012 Self-Study
NIPR Templates
NIPRS: 2010-2011
NIPRS: 2011-2012
Nursing Department Student Support
Nursing Program
Occupation Programs
October 2011 Grant Report
Office Of Outreach And Recruitment
Offsite Classes
Online Class Student Services Information
Online Course Offerings
Online Enrollment Docs Spring 2011
Online Faculty Services Manual
Online Registration Instructions
Organizational Chart
Orientation Procedures For New Student Trustees.Pdf
Outreach & Recruitment
Outreach Office Senior Day Flyers And Materials:
Passage Program
Performance Evaluation Process For College Presidents.Doc
Periodicals Statistics
Personal Development “End Of Workshop” Assessments
Personal Development Syllabi
Personnel Commission Handbook (Classified Employee Handbook)
Photo Of Locked Student Records Vault Area
Photo Of New Imaging System
Planning And Student Success Committee Minutes March 10 2010.Pdf
Planning Communications To Campus
Planning Retreat 2010 And 2011
Point-Of-Service Surveys
Portfolio IR Reports
POS Purchase Order
Post-Retirement Health Benefits Actuarial Valuation Study September 22, 2010
Preliminary Grant Approval Form
President Communications
President Evaluation Packet.Doc
President Task Force Minutes
President’s Calendar That Discussed This Reorganization
President’s Communiqué’s Schedule
President’s Docs For Reorganization
President’s Emails That Discussed This Reorganization
President’s Open Forums
Presidential Task Force (Strategic Plan)
Presidential Task Force Docs
President's Basic Skills Folder
President's Email And Response To The Campus About Resource Allocations
Printouts Of De-Selected Titles
Process For Course SLOs
Process For New Programs
Program 4-Semester Plans
Program Review (PR) Annual Update Template
Program Review And IR
Program Review Committee
Program Review Committee (May 19, 2011)
Program Review Communications 2011
Program Review Documents
Program Review Scoring Rubric
Program Review Template
Program Review Website:
Program Reviews With SLO's
Program Reviews—Student Feedback
Program Viability Policy
Published Schedule Of Classes
PUENTE – Course Syllabi
Puente Organized Campus Activities Folder
Puente Program
Quantum Super Loader 3 (Secondary Backup):
Quarterly Financial Status Report.Xls
Recent List Of Minutes, Etc.
Recruitment Selection Employment HR Guide:
Registration Procedure For Computers
Remote Learner Website:
Report To The Board Of Trustees (BOT) On Strategic Planning
“Research Guides” URL On The Library’s Website
Rubrics For ISLO’s Assessment
Sample Course Outlines
Sample Faculty Evaluations
Sample Grievances/Process
Sample Of Types Of Interview Questions—Nat. Sciences
Sample SLO Assessment Matrices
Sample Student Evaluations
Samples Of Committee Charges
Samples Of State & Federal Reports For Categorical Programs
Say The Word
SB361 Model-LACCD
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Security Strategic Plan For 2011-2013
Security System Brochure
Senate Approval SLO Cycle
Senate Bylaws
Senate minutes
Senate Newsletters
Senior Day Schedule
Shared Governance Agreement, 2008
Sign In Sheets Training August 2011.Pdf
SLO - College Discussions
SLO Addendum And Improvements
SLO Agendas
SLO Assessment And Improvements
SLO Committee Minutes
SLO Committee Minutes (May 25, 2011)
SLO Competency Levels
SLO Course Outcomes Matrix
SLO Evaluation Process
SLO Identification
SLOs For Instructional Programs
Small Business Grant Copies
SP Handbook
SP Handbook Glossary Of Committee Memberships
SPC Agendas
SPC Annual Planning Retreat
SPC Budget Committee Membership
SPC Composition
SPC Emails
SPC Meeting Agenda/Minutes
SPC Versions Of The SPC Handbook
SPC Website
Spreadsheet-Faculty Flex Attendance
Spring 2010 CCSSE Results
Staff Development Calendar Spring 2010
Staff Development Committee
Staff Development Committee Materials
Staff Development Evaluations
Staff Development Website:
Staff Development Workshops
State Basic Skills Plans
State New Program Form
Strategic Plan
Strategic Planning Committee Docs
Strategic Planning Data
Strategic Planning Data Sheet 2005-10
Strategic Planning Handbook (September 12, 2011)
Strategic Planning Handbook Glossary Referencing College Council Membership
Strategic Research Team
Student Ed Goals Fall 2010_Lasc
Student Evaluation Of Counselor
Student Lingo Flyer
Student Point-Of-Service Surveys
Student Services Emails And Calendars
Student Services Mass Communication Form
Student Services Programs
Student Services SLO Doc
Student Services SLOs
Student Services—Updating Website
Student Success Center
Student Success Center (SCC) Lab student satisfaction surveys
Student Success Newsletter
Student Success Stories:
Student Support Special Programs
Student Venues Through Faculty, Staff, & Administrator Support
Students Services SLO Workshops
Summer 2011 Class Schedule
SWOT Results Districtwide.Pdf
Symantec Backup/Recovery Information:
TAMIS Website:  Http://Support.Lamission.Edu/
Teacher Assisted Certificate
Technology Committee  Website:
Technology Committee Membership
Technology Master Plan
Technology Plan/Committee/Minutes:
Technology Replacement Policies
The Catalog Committee Folder
The List Of ITV Classes Offered By The College:
The Master Plan Campus Map Latest Version
The New Technology Plan
The Number Of “Hotspots” Available Around The Campus
The Number Of Open Computer Labs On Campus
The Vision Of Los Angeles Southwest College (From 2008)
Title 5 Form
Total Cost of Ownership (TCO)
Transfer Center
Unclassified Employees HR Guide:
Upward Bound
Vendor Article Title Lists
Veterans Services
VMWARE Snapshots
VMWARE VSPHERE Online Library:
Volunteer Policy
VTEA Survey
Web faculty-Instructor-System-Reference-Guide
Website Link To Committees
Work Environment Form - WEC
Work Readiness Matrix
Workforce Development Department Programs
Workshop Power Point To Plagiarism
APPENDIX F

Report on 2006 Planning Agendas

http://www.lasc.edu/faculty_staff/accreditation/documents/PROGRESS%20ON%202006%20SELF%20STUDY%20PLANNING%20AGENDA%20ITEMS.pdf