MID-TERM REPORT

Submitted to:

The Accrediting Commission
for Community and Junior Colleges

Western Association of
Schools and Colleges

Submitted by:

Los Angeles Southwest College
1600 W. Imperial Highway
Los Angeles, CA 90047

March 15, 2009

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Statement on Report Preparation

Report preparations began in Fall 2006 when a planning team (Academic Dean, Dr. Dan Walden, and two faculty members, Shelley Werts and Glenn Yoshida) met to develop strategies to complete both Focus Visit and Mid-Term reports. A document, *2006 Accreditation Follow-Up Matrix*, was created over a period of six months and included objectives and activities to resolve all seven accreditation recommendations.

Many activities mirrored planning agendas from the 2006 Self Study and suggestions from the 2006 Accreditation Team. As a result of several meetings after the 2008 Follow-Up Report was submitted to the ACCJC, an accreditation task force was formed in October 2008, consisting of six faculty members (Tangelia Alfred, Rose Calderon, Al Cowart, Lisa Ford, Sabrena Turner-Odom, and Glenn Yoshida, Accreditation Co-Chair); two administrators (Leige Doffoney, Vice President of Academic Affairs and Dr. Dan Walden, Dean of Academic Affairs and Accreditation Co-Chair); a Sean Gallagher (District assistant), and Traci Tippens (Senior Secretary). The taskforce met nine times (October 8, 16, 20, 29, November 4, 12, 24, and December 1, 10) during the Fall 2008 semester and utilized the *2006 Accreditation Follow-Up Matrix* to develop narratives responding to each of the seven recommendations (1-4 for the Follow-Up Report and 5-7 for the Mid-Term Report) and to update progress made on the planning agendas from the 2006 Self Study. The response and evidence for District Recommendations 1 and 2 were provided by the District Liaison for Accreditation and the LACCD Vice Chancellor for Institutional Effectiveness.

Numerous college personnel were contacted for their input by task force members. A shared computer drive was created to store electronic files of drafts and evidence. During January and February of 2009, the report was further refined and edited by Dean Walden with assistance from Professor Glenn Yoshida and District staff. On February 18, 2009, the draft was distributed by email to all college personnel for review and feedback. The College Council, representing all college constituency groups, met on February 19, 2009 and approved the final draft which was then forwarded to the College President. The Mid-Term Report was then reviewed by the LACCD Board of Trustees' Committee on Planning and Student Success and approved by the Board on February 25, 2009.

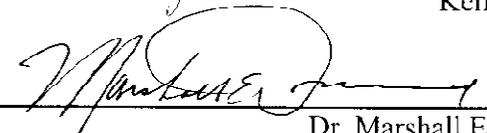Accreditation Mid-Term Report

Submitted by
Los Angeles Southwest College

March 15, 2009

Approved by the LACCD Board of Trustees February 25, 2009
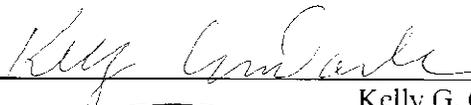
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Dr. Marshall E. Drummond, Chancellor

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Dated

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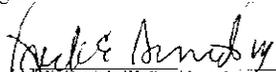
Los Angeles Southwest College – March 15, 2009

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 Mid-Term report is submitted to fulfill the requirement from the January 30, 2009 ACCJC letter to the college president.

We certify that there were opportunities for broad participation by the campus community, and we believe the follow-up report accurately reflects the nature and substance of this institution.

Signed:

Dr. Jack E. Daniels III, President, Los Angeles Southwest College
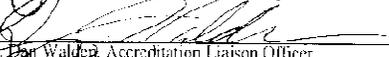
Dr. Dan Walden, Accreditation Liaison Officer

Rejinal Andrews, President of Associated Students Organization
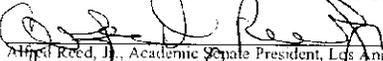
Alfred Reed, Jr., Academic Senate President, Los Angeles Southwest College
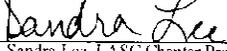
Dr. Sandra Lee, LASC Chapter President, AFT College Faculty Guild-1521
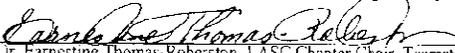
Dr. Earnestine Thomas-Roberston, LASC Chapter Chair, Teamsters Local 911
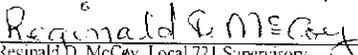
Reginald D. McCoy, Local 721 Supervisory

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

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Nicholas Brown, Faculty Chair

Paul Richards, Faculty SLO

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 continue 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).

Summary

Since the 2006 accreditation team visit, the College, under the leadership of a new President, has implemented the following three strategies to improve campus-wide communication.

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
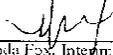3. Constituency representatives have a well-defined structure by which to communicate actively with their constituents

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

Progress

Communication by the College President
Over the past two-and-a-half years, the College President has sought to ensure that every college entity is given full access to decision-making information and has the opportunity to provide input and feedback. To keep the campus informed about critical issues and to encourage participation in all shared governance decision-making processes, the President has and continues to do the following [5.1]:

- Hold college-wide presidential forums at least twice each semester with faculty, staff, and students
- Meet with all college standing committees on a rotating basis
- Meet at least once each month with the executive board of the Academic Senate
- Attend and actively participate in the College's annual planning retreats
- Communicate regularly with the College Council (the primary shared governance group on campus)
- Direct communications through the Presidential Cabinet (all College Vice Presidents) and through the Cabinet, via the College's administrative reporting structure, to all faculty and staff
- Open office hours are scheduled every Tuesday from 2:00-4:00 p.m.
- Send regular emails, updates and communiqués to the campus

As a result of the President's firm commitment, communication on campus continues to improve.

Planning and Budgeting Communication

Over the past two years the College has reassessed and evaluated its planning and budgeting processes. This process of assessment has led to a number of revisions and refinements that have now been assembled and published in the newly revised *Strategic Planning Handbook,* approved jointly by the Academic Senate and the College President in February 2009, the handbook articulates a new and much improved, multi-pronged approach to communicating the campus planning efforts to campus entities [5.2]. In addition, the handbook itself represents a significant effort to reach out to and include all faculty and staff in the College's central shared governance decision-making processes.

The Strategic Planning Committee (SPC) is the planning committee with representation that includes a cross-section of campus representatives, whose charge it is to guide the strategic (long range) and annual planning processes on campus. It is co-chaired by an administrator appointed by the College President and a faculty member appointed by the Academic Senate. Additional committee representation is as follows:

- Academic Senate (3)
- AFT/Faculty (3)
- All college vice presidents (3)
- AFT/Classified (2)
- Associated Student Organizations (ASO) (1)
- Classified manager (1)
- Dean (1)
- Department chair (1)
- Program manager (1)
- Institutional researcher (non-voting)

The Budget Committee includes a cross-section of campus representatives, whose charge it is to facilitate the annual budgeting process on campus and to provide input into the development of a strategic fiscal plan. It is co-chaired by an administrator appointed by the College President and a faculty member appointed by the Academic Senate. Additional committee representation is as follows:

- Vice President of Administrative Services (1)
- Academic Senate (2)
- AFT/Classified (1)
- AFT/Faculty (2)
- ASO (1)
- Classified manager (1)
- Dean (1)
- Department chair (1)
- Program manager (1)

These SPC and Budget committees communicate with the campus using a variety of methods. These efforts include, but are not limited to, the following [5.3]:

- An up-to-date and well maintained planning/budgeting website with all relevant and current information available for public viewing
- At least one public planning and budget forum each semester
- Regular campus emails on issues related to planning and budget decisions
- Regular reports to campus constituencies by their representatives on the committee
- Presidential communiqués to the campus

In addition, the campus planning process has incorporated feedback loops so that any information that is modified or changed at a higher decision-making level is first documented and communicated to those at the lower levels of planning. This is done so that planning and implementation teams receive due notice of the changes and are given a reasonable timeframe within which to respond and provide further feedback. If the lower level feedback is not used to make modifications to the proposed plan, then that feedback is sent forward to the next higher level along with the proposed plans [5.4].

A recent example of how these communication processes have worked in practice is displayed in the development of the campus' institutional plans which culminated in the development of the *2008-2011 Integrated Strategic Plan.* Beginning Fall 2007, the College started assessing its previous institutional plans and developing new ones, including plans for enrollment management, staff development, occupational education (CTE), basic skills, and distance education. The development of these five plans alone involved the direct participation of over 50 faculty, 10 classified staff, six managers/directors, and all college administrators. In addition, the College updated its *Educational Master Plan* [5.5] and completed all of its non-instructional program reviews and updated two-thirds of its instructional program reviews [5.6 and 5.7]. Theses planning processes were open, inclusive, and followed the shared governance model that was inclusive of faculty and staff from every college program.

The *Integrated College Strategic Plan* grew out of this participatory process in which the campus constituencies were informed, participated, and provided feedback [5.3 and 5.4]. The administration worked with seven faculty members, four members of the classified staff, classified and program managers, and the College researcher over the course of four months (November 2008 through February 2009) to develop the new strategic plan. The Academic Senate approved the plan and the College Council reviewed it and made its recommendation for formal acceptance to the President, who approved the plan in February 2009 [5.8].

Communication to Constituency Groups

Beginning Fall 2006, the College Council was designated to be the overarching governance group for the College in the participatory process and the main conduit for communication with the College. The Council makes its recommendations to the President on college-wide matters that are not reserved exclusively for the Academic

Senate or collective bargaining groups. The Council is comprised of representatives from all of the governance groups and the Associated Student Organizations (ASO). The membership is balanced between instructional and non-instructional members, and co-chaired on a rotating basis by the Academic Senate President and a College vice president. Additional representation is as follows: [5.9]:

- College Vice President (1)
- Academic Senate President (1)
- Academic Senate (6)
- AFT Faculty Chapter Chair (1)
- AFT Staff Guild (1)
- At-Large Classified Staff (1)
- ASO President (1)
- Building and Trades (1)
- Local 99 (1)
- Local 721 (1)
- Teamsters (1)

The new *Strategic Planning Handbook* creates a structure for systematic and timely communication that is much improved over past processes. All of the constituent representatives sitting on the College Council, along with the Strategic Planning Committee, the Budget Committee, the Technology Committee, and the Facilities Committee are responsible to report back and provide feedback to and from their respective constituencies. Communication between group representatives and the College Council members is carried out though a variety of methods, which include the following:

- Reports to the membership at the regularly scheduled constituency meetings
- Emails
- One-on-one communication between representatives and their constituents
- U.S. mail
- Campus postings

The Academic Senate offers an example of a College decision-making body that communicates well with its constituency groups. The Senate meets monthly and has on its agenda reports from subcommittees (e.g., Program Review, Curriculum Committee). Each senator, representing an academic department, reports back to his/her constituent faculty members. Agendas, minutes and other pertinent information are regularly emailed to faculty and presented at the Academic Senate meetings. Senate information is also posted on the Academic Senate website [5.10].

Future Plans

Beginning Spring 2010, as part of its evaluation cycle, the Strategic Planning Committee will annually evaluate the efficiency and effectiveness of the College's planning and budget processes with the goal of further improving communication. The committee will

remain open to input from all sources, and will actively solicit feedback from planning process participants, constituency groups, and other appropriate entities. Using this input and feedback, it will compare the process as implemented with the process as designed, examine the outcomes, and, through consultation, recommend improvements, including those aimed at facilitating better communication. These recommendations for improvement will be forwarded to the Academic Senate and College President for review and final approval.

Evidence

5.1   President's Evidence Folder
5.2   *Strategic Planning Handbook*
5.3   Samples of Planning and Budgeting Evidence Folder
5.4   Samples of Feedback Folder Evidence
5.5   *Educational Master Plan*
5.6   Non-Instructional Program Reviews (NIPRs)
5.7   Program Review Coordinator Report
5.8   Approved Strategic Plan
5.9   College Council Membership
5.10   Sample of Academic Senate Minutes

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 files for storage of the files and the seal.

Currently, the files are kept in a secure area, room SSC121 and 125 in the Student Services Center, and are accessible only to Admissions Office and Business Office staff. Once the Student Services offices move to the newly completed Student Services Building (SSB) in late Spring 2009, the archived academic records and College seal will be placed in a new secure location and fireproof fire proof files in the SSB.

Additionally, the College is converting all student records to electronic files. The conversion has been completed retroactively through 2001 and plans are being made to continue the imaging process into the last century. Once student records are imaged, the original files are 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.

Evidence

6.1 Photos of fireproof files in SS125
6.2 Photos of interior of SS121

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, II.A.2a, IIA.2b, IIA.2f, IIB.4, IIC.1b).

Summary

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 one SLO cycle (assessment, analysis of results, and implementation of improvement plan) for each course and program by the Fall 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 reviews underway in Spring 2009. 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.

Progress

The SLO Committee [7.1], a subcommittee of the Academic Senate, created a timeline for developing SLOs at the course, program, and institutional level, which was shared with the Academic Senate in Fall 2006 for discussion and implementation. As a result of continuous dialogue and modifications, the committee came up with a more realistic timeline [7.2], which was presented to the Academic Senate in November 2008 and approved in December 2008. This timeline includes completion of cycles for SLOs at all levels by 2012. A complete SLO cycle includes identification of the SLO, assessing the SLO, analysis of the assessment results, and development of a plan to improve teaching and learning. Starting Spring 2009, each department will assess a minimum of one SLO from at least two high-enrolled classes.

The SLO Committee developed a Senate-approved SLO Matrix [7.3] in 2007, which is now incorporated into the course outline of record [7.4], and is intended to document

SLO progress toward achieving complete cycles. Within the matrix, faculty members identify the SLO(s) for the course, along with the assessment strategy, and target date for assessment. Once assessment is accomplished, analysis of assessment results and plans for improvement of teaching and learning are recorded on the matrix. The SLO Matrix will be used to record SLO progress at the program and institutional levels and will be linked to the College's SLO website.

Faculty and staff have been involved in SLO orientation sessions to become familiar with the SLO process. Departmental SLO Assessment workshops [7.5], facilitated by the SLO Committee, were conducted in 2007 for every academic department except for Arts and Humanities. In December 2007, an "SLO Progressive Lunch" [7.6] was held by the SLO Committee with over 50 participants. Different aspects of SLOs were presented, followed by an exchange of ideas and dialogue. Samples of SLOs, examples of assessment tools/strategies, implementation, and evaluation of data/plans for improvement were presented.

SLO workshops have been part of mandatory Flex Day activities each year. On Flex Day, August 29, 2008, two workshops on "SLOs and Assessment: How Can We Make Them Meaningful, Manageable, and Sustainable?" [7.7] were conducted by the SLO Committee and the Research Analyst. A workshop [7.8] was also conducted for Student Services July 28, 2008 on SLOs and assessment in order to assist managers and supervisors in completing their program review documents. Examples of SLOs from other colleges were shared with the participants.

The process used to identify course level SLOs is to list them in the course outline of record. The Senate, in December 2005, approved a syllabus template that includes SLOs that faculty are adopting. As new courses are added to the curriculum and course outlines are updated, associated SLOs are identified in the SLO Matrix. A list of existing courses that need updating (6 years or older since last update) was presented to department chairs and Senate in early Fall 2008 [7.9]. Faculty are now actively involved in completing 100% of the outline updates by the end of Spring 2009. Some departments (e.g., Arts, Child Development, and Social & Behavioral Sciences) have conducted all-day work sessions with their faculty (full-time and adjunct) to update outlines. Numerous courses have been archived, which leaves about 234 outlines still needing updating as of this writing. During this course outline update process, course level SLO's are identified with assessment strategies on the SLO Matrix. Department Chairs are encouraged to take a technical review role prior to submission to the Curriculum Committee for approval. Clerical support is provided from administration. Currently, 36% of all courses have SLOs identified.

During Fall 2007, the Program Review Committee developed an academic mini-Program Review template [7.10] which was approved by the Academic Senate in Spring 2008. The timeline (and process) was approved by the Senate at its first meeting in Fall 2008. An orientation to program-level SLOs and the program review template was conducted on 11/6/08 for all program review initiators responsible for the first draft [7.11]. The

program review "marathon" began November 11, 2008 and concluded November 21, 2008. The draft documents are currently being reviewed by the Academic Senate during Spring 2009. Identification of program-level SLO's is included in the template and will include assessment strategies for implementation during Spring and Fall 2009. Information as to which courses will be assessed is part of the template (e.g., formative and/or summative assessment). Evaluation and analysis of assessment results and plans for program improvement will be reported by faculty in the full instructional program review process slated to take place in 2010-2011.

Every Student Services office has developed at least one SLO as part of non-instructional program review (2007-2008). In the program review process, program objectives are developed and tested for completion through various evaluation methods, including surveys and interviews. The SLOs that are developed are also assessed through the use of those evaluation methods and will be reported in the 2008-2009 non-instructional program review. Each year, the SLOs are reviewed and either kept, updated, or completely replaced.

An institutional planning retreat [7.12] called by the College President took place in August 2008 at an off-campus location, involving faculty, staff, and administration in refining and assessing current institutional SLOs [7.13] as they relate to the College's mission and goals. The current institutional SLO's were revalidated by the group and will be assessed according to the adopted timeline.

Assessment of two institutional SLOs, critical thinking and information competency, began in Spring 2008 with a three-part series of faculty seminars forming Institutional SLO Teaching Communities (Critical Thinking and Information Competency). This pilot-test assessment project [7.14] involved 12 faculty (full-time and adjunct). Each participant was given a stipend ($200) and joined with others to form "teaching communities" through a series of three seminars with accompanying assignments. The seminars included activities such as sharing and discussion of assignments in critical thinking and/or information competency, discussion of three samples of student work (rated high, medium, low), and development of an improvement plan.

A final draft of the SLO Guidelines handbook [7.15] was completed and approved by the SLO Committee in September 2008. Within the guidelines, assessment strategies are listed. In November 2008, the Senate approved the handbook, and is now available for faculty on the College's SLO website.

Analysis of Results:
The SLO Timeline, approved in December 2008 by the Senate, sets the college goal of the completion of SLO cycles by Fall 2012. Each semester beginning Fall 2009, SLOs in at least 25% of courses within each department will be assessed. Results will be analyzed the following semester and an improvement plan will be developed and implemented the subsequent semester. The three-semester cycle will be coordinated and monitored by the faculty and results posted on the SLO Matrix with assistance from the SLO Coordinator.

High enrollment courses (e.g., general education classes) will be targeted for the first cycle. The College will continue to explore alternative and effective methods for documentation and reporting of SLOs. The SLO Guidelines handbook is now available for faculty on the SLO website. The site is: http://www.lasc.edu/faculty_staff/slo/Approved_Documents.html.

A process for program-level SLOs has been developed and implemented through program review (both academic and non-instructional). The College has a goal to complete 100% of all academic mini-program reviews by February 2009. Assessment will begin in Spring 2009 according to the timetable and conclude by the time full program review begins in Fall 2010 when results and improvement plans will be recorded.

Assessment of institutional SLOs has begun and will follow the approved timeline. The faculty teaching communities (e.g., Critical Thinking) pilot project was a meaningful activity marked with a rich and lively dialogue on classroom assessment strategies, giving faculty insight into the reasons for student. Other institutional SLO assessment strategies are expected to involve assessment of the same skills at the course level.

Future Plans

- Institutional SLO assessment strategies will be explored by the SLO Committee, including a course/service area-level inventory of skills.

Evidence List

7.1   SLO Committee Composition & Minutes
7.2   SLO Timeline
7.3   SLO Matrix
7.4   Course Outline of Record (includes SLO Matrix)
7.5   Departmental SLO Assessment Workshops (PPT, sign-in sheets)
7.6   12/10/07 SLO Progressive Lunch (PPT, sign-in sheets)
7.7   8/29/2008 Flex Day Workshop on SLO Assessment (PPT, sign-in sheets)
7.8   7/28/08 SLO Workshop for Student Services (PPT, sign-in sheets)
7.9   Course Outline Update Listing
7.10   Academic Mini-Program Review Template
7.11   11/6/08 Academic Mini-Program Review Orientation (PPT, sign-in sheets)
7.12   Planning Retreat (agenda, sign-in sheets)
7.13   Institutional SLOs
7.14   Teaching Community on Critical Thinking (PPT, sign-in sheets, assignments, etc.)
7.15   LASC SLO Guidelines handbook

District Recommendation 1: District Budget Allocation Model

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

In the Spring of 2006, the district engaged a third-party consultant to review the district's budget allocation mechanisms to assure that small colleges were not being negatively impacted. Studies were conducted to find out whether the model contained inherent disadvantages for the smaller colleges in the district. Among the findings were that the district should move quickly to bring its internal budget allocation formula into alignment with the provisions of SB 361, adjust the allocation model to make assessments on a cost-per-FTES basis, and consider a different way of conducting assessments. In response to this report, the district formed the DBC Budget Allocation Task Force in October 2006, comprised of stakeholders from both the small and large colleges, to review the district's allocation model.

The task force thoroughly discussed the findings contained in the independent studies and studied the impact of various draft allocation models. In January 2007, it issued its recommendations for a new budget allocation model **(1.1)** which was then formally adopted by the DBC.

The new LACCD allocation model parallels the state budget formula as provided for in SB 361, distributing funds to the colleges on a credit FTES basis with a two-tiered basis for noncredit. However, it differs from the state formula in one critical respect – it increases the foundation grant for the district's four smaller colleges (Harbor, Mission, Southwest, and West) by $500,000 per year. This augmentation of the basic $3,000,000 foundation grant was made in acknowledgement of the additional administrative expenses incurred by the smaller colleges. The task force also recommended that districtwide assessments be 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 task force further suggested that the district office budget allocation not be set at a fixed percentage and that its budget be periodically reviewed.

The budgetary challenges of the smaller colleges have also been addressed though the Allocation Grant process. Since 2001, this process has allowed colleges ending the year in deficit to request the intervention of the DBC Allocation Grant Task Force, comprised of administrators, faculty, and staff from other colleges in the district. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit. Members of the taskforce review the data, visit the college, meet with administrators, faculty, and staff, and issue recommendations to help the college reach financial independence. In the past, if the college followed these recommendations, a portion of the deficit was offset with funds from the district's contingency reserve. Southwest College underwent the process in 2001-02, Harbor College in 2003-04, and Mission College in 2007.

In Spring 2007, the DBC decided that a college that ended the year in deficit for more than $500,000 or 1% of its budget (whichever is greater) would be required to submit a financial plan and participate in a quarterly review. To facilitate the review process, it was also decided to reconstitute the Allocation Grant Taskforce as the Fiscal Policy and Review Committee (FPRC). With a broader charge than the original Allocation Grant Taskforce, the FPRC began meeting monthly in July 2008 to address the situation of colleges that continue to experience budget difficulties and to consider new approaches for enhancing college fiscal stability **(1.2).** As the result of this committee's efforts, detailed budget deficit reduction plans have been developed for Harbor, Mission, Southwest, Trade-Technical and Valley colleges. In addition, on January 7, 2008 the FPRC voted to augment the basic budget allocation formula for Los Angeles Trade-Technical College by the amount of $500,000 per year in recognition of the college's historic career/tech ed mission.

The allocation of resources is one of the district's most challenging tasks. However, revisions made by the DBC to the allocation process in the past few years have created a more equitable and efficient system. As a result of district intervention, for example, Harbor College saw its deficit reduced from $3 million to less than $1 million between 2005 and 2007. The change to the allocation model allows for flexibility and encourages colleges to live within their means. It also rewards colleges that practice sound enrollment management strategies and use resources wisely.

It is important to note, however, that since the district has maintained an overall ending balance of approximately 10% per year, all district colleges are, in actuality, fiscally stable, including those showing a formal year-end deficit. 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.

This is why all district colleges have continued to increase enrollments, expand FTES, add new programs, and hire new faculty in recent years—even while sometimes carrying debt forward or seeking relief from the FPRC. The allocation grant process, which typically requires colleges to re-pay shortFalls while submitting to more rigorous oversight, is designed to encourage budgetary restraint and accountability while assuring institutional stability.

Evidence

1.1 Report of the Budget Allocation Task Force, January 2007
1.2 Fiscal Policy and Review Committee report, DBC minutes 1/7/09

District Recommendation #2: Decentralization

The functional relationship between the College and the 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 (Standard IVB.3.a, c).

Since 1999, when 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, the district and the college have worked to clarify and delineate operational responsibilities. The 45-page Functional Map, which resulted from the Multi-College Pilot Program (MCPP) organized by the ACCJC to clarify lines of accountability in multi-college districts, has been revised several times over the years **(2.1)**. To respond to ACCJC concerns that the map did not provide a sufficiently detailed delineation of operational responsibilities and functions, the district initiated an intensive review of all district office functions in 2005. Over an 18-month period, every administrative unit in the district office documented the specific functions it provided to the colleges, identified the end users of these functions, and enumerated outcome measures to gauge unit effectiveness **(2.2)**. Results of these District Office Service Outcomes were periodically shared with the Chancellor's Cabinet and the three vice presidents' councils to elicit feedback.

In the Spring of 2006, college constituencies engaged in dialogue related to district/college relationships and functions when the district initiated the District Strategic Planning Initiative. Informal SWOT analysis focus groups were held at each college that semester in which participants identified district-wide strengths and weaknesses and suggested future priorities **(2.3)**. These activities led to the creation of the District Strategic Plan 2006-2011 **(2.4)**. Among its goals is Strategic Plan Goal #4, which deals with the development of a districtwide "*culture of service and accountability*" to maximize the ability of each college to act efficiently as an independent entity while enjoying the benefits of being part of a large, multi-college district. The short-term and long-term outcome measures of effectiveness for the plan's goals and objectives are outlined in the plan's implementation matrix **(2.5)**. This comprehensive district-wide strategic planning process has involved Harbor constituents in dialogue on ways to work together to achieve mutual goals and has given the college a chance to assess progress made toward achieving goals and to establish new objectives.

Further dialogue took place at the annual District Academic Senate Summit in September 2006, a day-long event attended by 125 faculty leaders and senior staff from all nine colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the DAS, a faculty union representative, and a college president explored the current state of decentralization and district/college relations with attendees. Breakouts afforded participants a chance to explore and question the District Office Service Outcomes in greater depth and to raise questions about specific functional areas, such as instructional support services, payroll, HR, facilities planning, and marketing **(2.6)**. This

dialogue on district/college functional relationships was extended through a series of annual Department Chair Workshops, co-sponsored by the district administration and the Los Angeles College Faculty Guild (2.7). Attended by more than 100 department chairs and VPs of Academic Affairs each year, these workshops provide faculty leaders with an overview of district and campus roles as related to the vital function of running the college's academic departments.

To further clarify college/district relationships and the operational meaning of decentralization, all administrative service units in the District Office began a project to create detailed visual process maps of district-wide administrative functions. These maps delineate reporting responsibilities between the colleges and the District Office for each step of the process being described. The goal of this project was to create intuitive flow charts that will help faculty and staff understand their roles in all critical district/college processes. The resulting charts will also be used to re-engineer district/college processes to increase their effectiveness. By the Fall 2008, more than 20 flow charts for critical district/college functions had been completed, including those involved in faculty and staff hiring, employee evaluation, curriculum approval, procurement, specially funded programs budget management, the filing of student grievances, etc. (2.8). These were reviewed by the Chancellor's Cabinet, the Vice President Councils, and the District Academic Senate in Fall 2008.

In Fall 2008 Customer Satisfaction Surveys for every major service unit in the District Office were piloted (2.9). The results of these surveys will be used in Spring 2009 to improve unit performance and further refine District Office operations.

In addition, Chancellor Mark Drummond has made a commitment to redefining decentralization as it impacts the district's efficiency and effectiveness. One of the board's goals for 2008 was to further clarify the division of roles and responsibilities between the colleges and the district office. In response to this Board priority, the chancellor directed district senior staff to engage the colleges in an ongoing dialogue to further clarify district/college relationships. The initial result of this effort is the latest LACCD District/College Functional Map (2.10), which offers a concise description of the history and current state of district/college relations and a detailed accounting of how district committees and offices interface with their college constituencies. The new Functional Map includes the above-mentioned functional flow charts.

The Functional Map is currently being discussed by college Academic Senates and shared governance councils across the district. In Winter/Spring 2009, it will be evaluated and further refined by the District Academic Senate and be a focus of the Board of Trustee's annual retreat. By the end of Spring 2009, sections of the Functional Map will be displayed prominently on the district website for the use of faculty and staff. The functional flow charts will have active links to the forms required for the processes depicted and be accompanied by a vision statement that provides historical context for the district's policy of administrative decentralization as well as a general framework for understanding district/college relationships. This section of the district website will

include a full listing of all district-wide committees, complete with functions, charges, meeting schedules, and reporting responsibilities.

In the past several years, these efforts have improved the understanding of campus constituencies about their roles and responsibilities. In fact, during the last round of comprehensive self study visits involving three of our district colleges – Pierce College, Los Angeles Mission College, and Los Angeles Valley College – ACCJC team evaluation reports indicated that the district and colleges had complied satisfactorily with this standard. In the October 2007 Pierce report, the evaluator wrote, "The district has developed a decentralized plan for service to the college that clearly delineates and communicates the operational responsibilities and functions of the district from those of the college" **(2.11).** The March 2007 evaluation of Valley College stated, "The district service outcomes document clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges" **(2.12)**. This was the first time district colleges have met the standard on the issue of district/college function mapping since the ACCJC instituted this requirement for multi-college districts.

Evidence

2.1 Functional Map 2006
2.2 District Office Service Outcomes
2.3 SWOT results
2.4 District Strategic Plan
6.5 Implementation Matrix
2.6 DAS Summit 2006
2.7 Department Chair Workshops
2.8 Process Maps
2.9 Customer Satisfaction Surveys
2.10 LACCD District/College Functional Map 2008
2.11 ACCJC Evaluation Report, Pierce College, 2007
2.12 ACCJC Evaluation Report, Los Angeles Valley College, 2007

PROGRESS ON 2006 SELF STUDY PLANNING AGENDA ITEMS

Planning Agenda 1
"Implement a process to monitor and assess the progress of goals and objectives throughout the year in order to increase effectiveness."

This planning agenda has been addressed and is in progress. Monitoring and assessing progress of goals and objectives are now part of an ongoing process utilizing annual Non-Instruction Program Review (NIPR) and annual Instructional Departmental Plans, the annual Integrated College Operational Plan (ICOP), and the Strategic Plan. The annual institutional planning process as outlined in the *Strategic Planning Handbook* includes four phases: 1) Evaluation of results of previous cycle's annual objectives; 2) Development of annual objectives for next cycle; 3) Implementation plan to carry out objectives; and 4) Evaluation of the long-range goals. This fully developed and newly revised process began in Spring 2009.

Planning Agenda 2
"Align the budget allocation process with the Strategic Plan."

This planning agenda has been addressed and is in progress. Along with the newly revised *Strategic Planning Handbook* adopted in February 2009, the 2008-2011 Strategic Plan provides the College with a framework for the continuous, cyclical assessment and improvement of the budget allocation processes. As part of the Handbook revision, the former Strategic Planning and Budget Committee has been dissolved in favor of two completely separate committees—1) Strategic Planning Committee—2) Budget Committee. Although these two groups operate as two different committees their work is integrated and brought into alignment in the later part of the annual planning cycle when they synergize their work. Planning is done first, and then budgeting follows the planning and adjusts priorities based on the plans as it relates to available funding.

Planning Agenda 3
"Revise the Planning Handbook in order to improve institutional effectiveness incorporating lessons learned from the previous planning cycles."

This planning agenda has been completed. Refer to response to Planning Agenda #2 above.

Planning Agenda 4
"Review the process and revise the timeline for program reviews to better integrate the online program review and unit planning documents."

This planning agenda has been addressed and is in progress. The LASC Academic Senate approved an Academic Program Review timeline (submitted by the Program Review Committee) in Fall 2008. The timeline includes a mini-Program Review from late Fall 2008 to early Spring 2009 and a full program review during 2010-2011.

Annual program review updates will be considered by the Senate. Annual Instructional Department Plans (IDPs) have replaced "Unit Plans" for instructional programs and non-instruction program reviews (NIPRs) now include all the elements of the former unit plans as well as the necessary components for program review. The timeline and process for NIPRs and IDPs is delineated in the *Strategic Planning Handbook* under "Annual Planning and Budget Allocation Timeline."

Planning Agenda 5
"By Fall 2006, identify a process to provide data on employment outcomes of students who complete college certificates or degrees and on programs to meet the needs of the surrounding community."

This planning agenda has been addressed and is in process. Due to an administrative restructuring, the original timeline for this agenda item has been adjusted. The new Career and Technical Education (CTE) Dean, hired in Fall 2007, oversees development of short-term entry level career path programs that target basic skills students and identify the vocational needs of neighboring communities. The Office of Workforce Development & Corporate Relations is currently implementing a CTE student tracking system. Survey results from this high priority project will be sorted by organizational variables such as program of study and demographic values like gender, race, age and semesters of study. "Needs assessments" are currently being performed by all CTE programs and will serve as a basis for implementation of individual program improvement models and curriculum/program development. These data are scheduled to be available by July 2009.

Planning Agenda 6
"Expand the offerings of online courses and develop online programs to meet the growing demand."

Good progress has been made on this planning agenda. With a total of only 10 online courses at the time of the College's Self Study (2006), the College has more than tripled its offerings and is currently offering 33 online and hybrid courses in Spring 2009. In March 2008, the Academic Senate adopted *Best Practices for Online Courses*, a document created by the E-Learning Team that provides guiding principles for online instructors and serves to maintain academic integrity. In November 2008, the Curriculum Committee revised the Distance Education Addendum to course outlines required for new online course approval. The College offers CAOT 133 ("How to Succeed in an Online Course") for prospective online students.

Planning Agenda 7
"Develop and support the new strategies for assessment of learning styles created with the re-organization of the Learning Resources Center in the English department."

This planning agenda is partially completed and is an ongoing process. The Learning Resources Center is now called the Academic Success Center (ASC) and is no longer in

the English & Foreign Languages Department. It is part of the newly formed Learning Assistance Department. Workshops on new strategies for assessment of learning styles have been a Flex Day focus for the past two years, facilitated by the Staff Development Committee. Response to Planning Agenda #9 provides additional information.

Planning Agenda 8
"Use 'Equity for All' project data to further identify and enhance student learning styles."

This planning agenda item has been addressed and is still in progress. In 2005-2006, the College began a joint project with the University of Southern California Center for Urban Education called "Equity for All,"(EFA) which served to engage college practitioners in a process of inquiry to find ways to better serve LASC underprepared students. In 2007-2008, LASC again partnered with USC Center for Urban Education to be part of "California Benchmarking," which again served to engage college practitioners in a process of inquiry to help students taking basic skills courses succeed and matriculate into the next higher level course. The goal was to increase the number of students enrolling in and succeeding in transfer-level courses. The College found that through systematic use of data, observation, and reflection through the benchmarking processes, college practitioners generated new knowledge and beliefs, resulting in three primary benefits for the development of professional or "adaptive" expertise. First, participants recognized problems that were within their capacity to address. Second, they engaged in new forms of problem solving through experimentation with different approaches to instruction and student support. Third, through new forms of action, they gained experience that added to the expertise needed to engage in productive organizational change. Such changes are being used to improve student learning outcomes via improved student support, more focused and higher quality staff development, and increased commitment on behalf of the College to budget the necessary resources to accomplish these goals.

Planning Agenda 9
"Start a 'Best Practices Forum' with faculty to determine how to identify and address individual learning styles and incorporate best practices into the curriculum."

This planning agenda has been accomplished and will be an ongoing process. College-wide workshops have been established to assist faculty in identifying individual learning styles and altering their teaching methods to help students learn.   Flex Day workshops (August 2007 and 2008) were conducted on teaching effective study techniques to improve student success. This has been a collaborative effort among faculty and counselors. On August 29, 2008, the flex day focused on "Instructional Strategies and Collaborative Partnerships for the Diverse Learner II," which included a keynote address, "Practices for Best Practitioners" and workshops on "Learning Communities" and "Multimedia (Smart) Classrooms." A total of 120 faculty members attended. At a "Student Voices" panel (see Planning Agenda #26) faculty came prepared with instructional strategies that have been effective in the classroom to share in small group

discussions of how best to serve these students (Best Practices). A total of 29 faculty attended. Dr. Eleanor Kutz, University of Massachusetts, Boston, and California Benchmarking Project discussant, led a workshop for 18 faculty members in Fall 2008 on her California Benchmarking Project recommendations entitled, "Effective Practices in Assessment, Curriculum, and Pedagogy."

Planning Agenda 10
"By Spring 2006, develop a comprehensive timeline for completion of identification, assessment and evaluation of SLOs at course, program and institutional levels."

This planning agenda was completed. A timeline for developing SLOs at each level was shared with the Academic Senate over two years ago for discussion and implementation. In November 2008 a revised timeline was developed by the SLO Committee, and was adopted by the Senate the following month. This timeline includes completion of cycles (identification, assessment, evaluation) for SLOs at the course, program and institutional levels by 2012.

Planning Agenda 11
"Using data from focus groups, program review, viability, recommendations and other pertinent data to improve and develop future programs that meet student and community needs."

This planning agenda is partially accomplished and is in process. A *Latino Community Action Plan* and the *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan*, and an Educational Master Plan (2008) were developed to address community needs. Annual non-instructional program reviews utilize student surveys and data to develop pertinent objectives. Annual Instructional Department Plans are completed that examine data (e.g., enrollment, gender, success, age, racial/ethnic) to improve and/or create new programs. Focus groups were not used but will be considered as the program review process is evaluated for program improvement in the next cycle (2010-2011) by the Program Review Committee.

Planning Agenda 12
"Review vocational programs every two years."

This planning agenda has been addressed and is an ongoing process. The College reviews its vocational programs on a regular schedule every two years as part of strategic planning under the leadership of the CTE Dean. The last initial CTE review was conducted on November 21, 2008 during a full day retreat. Program objectives were incorporated into the CTE 2008-2011 Strategic Planning Document.

Planning Agenda 13
"Review and evaluate the 'five-semester' plans."

This planning agenda has been addressed and is in process. In Fall 2007, the College decided to go from a Five-Semester to a Four-Semester Plan; the last Five-Semester Plans concluded in 2007.   During workshops held Oct. 23 and Nov. 7, 2007 for department chairs, deans, and administrators, the College decided that a four-semester plan better ensures that students can matriculate in a timely fashion, that the College offers the full breadth of an instructional program in order to retain students, and that the College's commitment to the public would be honored, barring extreme fiscal constraints. The newly established Enrollment Management Committee developed the College's first *2008-2011 Strategic Enrollment Management Plan* and will assess the effectiveness of the Four-Semester Plan in the Spring of 2010.

Planning Agenda 14
"Revisit the six-year program review cycle and timeline, add student survey data, expand the SLO component, and possibly include an external review."

This planning agenda has been addressed and is in process. (Refer to status of Planning Agenda #4.)   Program-level SLOs are included in the template and will include assessment strategies for implementation during Spring and Fall 2009. Evaluation and analysis of assessment results and plans for program improvement will be reported by faculty in the full program review process slated to take place in 2010-2011.

Planning Agenda 15
"Develop workshops to enhance faculty knowledge and implementation strategies on how to utilize SLOs for improving instructional programs and courses."

This planning agenda was accomplished and will be an ongoing process. A planning session, called by the College President, took place in August 2008 that involved faculty, staff, and administration in refining and assessing current institutional SLOs as they relate to the College's mission and goals.   The current institutional SLOs were revalidated by the group and will be assessed according to the Senate-adopted timeline. An orientation workshop for faculty involved in program-level SLOs as part of mini-program review process was conducted on November 6, 2008. Workshops on SLO assessment and improvement plans were conducted by the SLO Committee during 2007-2008. Additional workshops are planned as faculty become more involved in SLO assessment at all levels. (Refer to response to Recommendation #7 for additional information.)

Planning Agenda 16
"Validate the English departmental final exams."

This planning agenda has been accomplished.   The English departmental final examinations were normed in 2006 for the following classes: English 21, 28, and English 101. Common final exams are now given in the designated courses and are scored by numerous English faculty.

Planning Agenda 17
"Develop, implement, assess, and improve degree and certificate SLOs through activities such as holding departmental workshops, collecting data, and reviewing SLOs from other institutions."

This planning agenda has been partially completed and will be an ongoing process. Departmental SLO Assessment workshops, facilitated by the SLO Committee, have been conducted in 2007 for every department except for Arts. In addition, SLO workshops have been part of mandatory Flex Day activities each year. Degree and certificate SLOs are being developed through mini-program review of instructional programs that began in Fall 2008. Assessment of program SLOs is slated to begin in Spring 2009 and complete a full cycle in Spring 2010. Plans for improvement will be documented in full program review slated for Fall 2010. A workshop was conducted in July 2008 for Student Services on SLOs and assessment that aided managers and supervisors in completion of their program review documents. Examples of SLOs from other colleges were shared with the participants. Refer to the response to Recommendation #7 for more details.

Planning Agenda 18
"Develop, assess and improve general education student learning outcomes that integrate life-long skills throughout the curricula."

This planning agenda has been partially completed and is in progress. Institutional SLOs (5) have been developed and revalidated by the College's leadership team in August 2008. All five SLOs can be directly related to life-long skills (e.g., critical thinking, information competency, computational skills) and will be assessed according to the approved timeline by 2012 and monitored by the SLO Committee. Refer to the response to Recommendation #7 for more details.

Planning Agenda 19
"Analyze data to determine to what extent students are completing external competency requirements."

Fulfilling this planning agenda will be an ongoing process. Analysis of data dealing with external competency requirements occurs regularly for programs with State and National recognition mandates and is reflected in the completion of study for permit requirements (Child Development) and preparation to sit for the NCLEX Exam (Nursing). A major task before "discipline-specific" advisory committees is developing and implementing survey instruments that allow for process assessment in four areas: instructor evaluations, student opinion, graduate satisfaction, and graduate employer satisfaction. This process assessment strategy was implemented in December 2008 and the assessment recommendations will be reviewed by the CTE Dean and faculty in Spring 2009 to identify areas for further capacity building and program improvement.

Planning Agenda 20
"Standardize syllabi information that incorporates student learning outcomes."

This planning agenda has been addressed and is in progress. Faculty involved in SLO assessment are currently including SLOs on their syllabi. The recently negotiated faculty bargaining agreement includes the inclusion of approved SLOs on course syllabi as one component of faculty evaluation. The Curriculum Committee approved a Syllabus Checklist in December 2005 that incorporates course objectives/student learning outcomes and will further refine the document utilizing suggestions from the California Benchmarking Project.

Planning Agenda 21
"Review and revise the orientation program and personal development classes and encourage enrollment in a personal development class by first-time college students."

This planning agenda has been partially completed and is in progress. The College's orientation programs are currently under revision. A taskforce comprised of counseling faculty has been created to address and revise the orientation program. Currently, the College offers online as well as face-to-face orientation programs. During Fall 2008, Personal Development (PD) 17 was offered online and had a limit of 25 students. Since then the limit has been lifted and over 40 students are enrolled in the class for Spring 2009. The College encourages students to enroll in personal development programs. Currently, the programs that strongly encourage first-time students to enroll into the Personal Development classes are the freshmen experience program, EOPS, and Center for Retention & Transfer (CRT). Students find out about PD classes by word of mouth and the class schedule. In addition, all counselors have monthly meetings during which time enrollment and scheduling are discussed.

Planning Agenda 22
"Assign a counselor to each of the academic disciplines to attend departmental meetings and carry information from and to the counseling services."

This planning agenda has been accomplished. Each department on campus has a counselor assigned to it. Counselors make contact with their assigned departments so they can attend their meetings and share information.

Planning Agenda 23
"Encourage more student use of the catalog."

This planning agenda has been accomplished. The College made the decision to provide students with a catalog free of charge. Prior to 2006-2007, the College charged $2.00 for the catalog. This change has promoted greater access to information for current and potential students. Catalogs continue to be provided free at our new student orientations, which are now scheduled at more convenient times and with greater regularity than before. The College's Student Handbook is often given to students as well. A decision to use reserve catalogs from the prior academic year as documents for marketing and recruitment packets has enabled free distribution to our community. The bookstore is

another source of distribution. Foot traffic increased with the bookstore being placed in a high traffic area used by both students and the public visiting the campus. For three years, the College provided students with a CD version of the catalog at orientations, in the Office of Academic Affairs, or by mail if requested. This was especially useful to a technology oriented population surge in 2004-05, 2005-06, and 2006-07. In keeping with the use of technology the College has published the catalog on the College website so students can use electronic means 24 hours a day.

Planning Agenda 24
"Utilize focus groups to solicit information regarding content, layout, and distribution of the catalog."

This planning agenda was partially accomplished and is in progress. The College did not use focus groups to gather information about the 2007-2009 catalog and will reconsider the use of focus groups to evaluate the next edition.   Department chairs and managers were sent 2006-07 college catalog pages relevant to their respective areas for review. They were asked to submit updates, changes and deletions to the Public Relations Specialist, who made revisions and sent revised pages back to the same parties for approval. Proofreading and overall review was done by the Vice President of Academic Affairs, Articulation Coordinator, and a dean of Academic Affairs who previously coordinated college catalog production. The 2007-09 catalog was then printed and distributed. This was the first time the college catalog covered a two-year timeframe. A brief addendum was published in 2008 to reflect changes made regarding requirements, district policies, etc. The front covers of both were the same so they would be considered companion pieces. The addendum was labeled "UPDATE."

Planning Agenda 25
"Plan and host an all-day retreat for all staff and faculty within the division to discuss and develop an action plan to address student retention and success factors."

This planning agenda has been accomplished. Refer to response to Planning Agenda #9.

Planning Agenda 26
"Create more opportunities for dialogue both in and out of classes for students to become more aware of the mounting social issues that will impact them and their children's lives."

This planning agenda has been accomplished.   The Staff Development Advisory Committee hosted "Student Voices," in Fall 2008.   This student panel presentation introduced other students, faculty, classified staff, administrators and community liaison to students who have experienced challenges (e.g., sexual abuse, extended incarceration, exposure to drugs, gang violence, homelessness, effects of thalidomide, learning and physical disabilities). They shared their personal histories and barriers encountered in their educational efforts; and how prior and current learning experiences have impacted their motivation, expectations, retention, and academic success. The English and Foreign

Languages Department hosted "Go To War," a film screening and panel discussion held on campus in November 2008.

Planning Agenda 27
"Develop and assess SLOs around civic responsibility."

This planning agenda was partially accomplished. One of the College's five institutional SLOs is Social Responsibility (Responsible Citizenship and Valuing Diversity). Assessment strategies to demonstrate sensitivity to and respect for others and participate actively in group and civic decision-making will be developed and implemented by 2012, according to the SLO timeline approved by the Academic Senate in Fall 2008. The SLO Committee will be the responsible party.

Planning Agenda 28
"Encourage more student involvement on committees, student government, and other activities that promote civic and personal responsibility."

This planning agenda has been accomplished and efforts will continue. Since March of 2006, the Associated Student Organization (ASO) has grown to become a valuable participatory outreach source for our students. One of the College's former ASO presidents was elected to the LACCD Board of Trustees, and one currently serves as a senator for Region 7 of the State Student Senate Organization. The College currently has 14 campus clubs that include a great deal of diversity: Latin American Students Association, Gays In Today's Society, Students Against Drugs and Alcohol, Care Students Club, Phi Theta Kappa, Cheerleading Club, Black Student Union, Journalism Club, Players Club (Theatre Arts), Sister to Hermana, Child Care Club, Behavioral Sciences Club, and the Fashion Club. An additional club called OFF THE CHAIN provides support to all the clubs.

The College has made a concerted effort to include students in the shared governance process by appointing students to these committees. Students now sit on the College Facilities Planning Committee, the College Council, the College Budget Committee and the Strategic Planning Committee. The College also designated a full-time classified employee to serve as the Advisor to the Student Organization Council and other college clubs to assist them in organizing and implementing student activities throughout the year. The advisor helps recruit students for the Student Organization Council and other activities sponsored by the student council. Through this effort, the student council has had more student involvement in their meetings and activities. The students have learned about budgeting, planning for events, and the need to be involved, and have gained valuable experience in performing civic duties and having relations with other entities on campus and in the community.

Planning Agenda 29
"Develop and use a system to obtain student feedback on services at the conclusion of a visit in each Student Services office."

This planning agenda has been addressed and is in progress. The Student Services programs, working in conjunction with Institutional Research (IR), developed a "student satisfaction survey" for each program. IR purchased updated survey equipment and software in May 2007 and has received point-of-service surveys from all student services departments as part of non-instructional program review. IR reformatted and redesigned surveys as needed to ensure responses were more easily recognizable by the survey software. This process also prepared surveys for various types of deployment such as online, email, and kiosks. All student services surveys were in the survey software by year's end 2007. Each department hand-carried the survey batches to IR for survey processing and analysis after administering the point-of-service surveys. Analyses for all 2008-2009 point-of-service surveys have been completed and reports were sent to Student Services department managers. IR updates surveys on an ongoing basis as needed. Surveys will be conducted every semester. Some non-instructional areas have not fully taken advantage of this student feedback feature. The College expects to have all non-instructional programs with full implementation during the 2009-2010 NIPR cycle.

Planning Agenda 30

"Ensure that events focus on diversity and are planned far enough ahead, scheduled at a time that students and staff will be present, and tied to an academic assignment. Publicize the events carefully and thoroughly."

This agenda has been addressed and is in progress. International Education Day, which celebrates cultural diversity, was held in 2007 and 2008. In addition, a "Student Voices" panel presentation was conducted in Fall 2008 that brought together 84 students, faculty, classified staff, administrators, and a community liaison to discuss ways to meet the diverse needs of LASC students and address their concerns. The College continues to plan events well enough in advance to ensure maximum attendance and publicize through email and announcements on the College's website and digital marquee.

Planning Agenda 31
"Utilize technology to scan and store student records."

This planning agenda has been addressed and is in progress. The College is converting all student records to electronic files. The conversion has been completed retroactively through 2001 and plans are being made to continue the imaging process into the last century. Once student records are imaged, the original files are destroyed.

Planning Agenda 32
"Regularly evaluate and assess student service programs."

This planning agenda has been accomplished. During the past two years, the College has completed non-instructional program review for all Student Services programs,

including student point of contact surveys and engagement from all student services areas. This non-instructional program review is conducted annually in order to evaluate effectiveness of these programs. Refer to response to Recommendation #1.

Planning Agenda 33
"Further develop, implement, and assess student services SLOs."

This planning agenda has been partially completed and is in progress. Every student services office at the College has developed at least one SLO as part of non-instructional program review (2007-2008). In the program review process, program objectives are developed and tested for completion through various evaluation methods, including surveys and interviews. The SLOs that are developed are also assessed through the use of those evaluation methods and will be reported in the 2008-2009 non-instructional program review. Each year, the SLOs are reviewed and either kept, updated, or completely replaced.

Planning Agenda 34
"Purchase software, licensing, cooperative ventures, and books for the Library and other learning support services."

This planning agenda has been addressed and is in progress. A Paralegal Program book collection is now shelved in the library. It was selected and purchased with VTEA funds for an anticipated Paralegal Program. Block grant funding was secured to update reference collections and materials in medicine and science. Updating the College's book collection using block grant funding is expected to continue as the state funds are available and earmarked for that purpose. Subsequent to securing funds to replenish journals and databases, the library will refocus on the print collection to maintain support for the curriculum based on student and faculty needs. Funds have been requested for online (24/7) tutoring, reading software for low/non-readers, and an auditory phonics program for ESL students.

Planning Agenda 35
"Expand and update technology in the Library and learning support services."

This planning agenda has been addressed and is in progress. The College's library technology includes 34 electronic databases and a Gale Virtual Reference Library that was secured in 2008 and which is currently maintained through TTIP funding received from the state of California. The library will continue to expand technological resources as additional funding becomes available. Another goal is to expland a dedicated library. Discussions about library remodeling are ongoing. The Academic Success Center has requested smart classrooms when it moves to its new location later this year.

Planning Agenda 36
"Renovate the Library and other learning support services using Prop A/AA funds."

This planning agenda has been addressed and is in progress. The College has been successful in renovating a number of buildings and projects on campus with Prop A/AA funds. In the initial planning process, there was a focus on renovating the first floor of the library. As building costs escalated and other projects pulled funding from the library renovation it was clear that this project would not be completed. Currently, however, another bond measure has passed for the LACCD, Measure J, and as a result, there are plans for renovating the library area that will incorporate space for learning resource support centers. Additional space will also be included.

Planning Agenda 37
"Coordinate and communicate the various learning support services."

This planning agenda has been addressed and is in progress.   See response to Recommendation 2.

Planning Agenda 38
"Through the Curriculum Committee, encourage the infusion of information competency into the curriculum."

This planning agenda has been addressed and is in progress. Information competency is already an element in most course outlines of record where students are required to utilize the Internet and the library for research and reports. Since both critical thinking and information competency are associated with the College's institutional student learning outcomes, there will be a greater focus on infusion into curriculum, especially when assessment begins in 2009.

Planning Agenda 39
"Modify hours to include weekend access to the Library and learning support services."

This planning agenda has been accomplished.   Beginning with the Fall 2007 semester, despite budget restraints experienced by the College, finances were secured to provide weekend library support services to students. The library was open on Saturdays in Spring 2008 at critical times, and during Fall of 2008, the library was open on Saturdays between 9:00am - 12:00 pm, resulting in an increase in the use of services that continued throughout the semester. Hours are expanded for use during the week of final exams. Learning support in the Math Lab and Learning Assistance Center is currently available on Saturdays from 9:00 am - 12:00 pm.   Basic Skills funding from the state has assisted in keeping the lab and the center open on the weekends.

Planning Agenda 40
"Work with the architect in remodeling projects to select the most appropriate security and monitoring system for the college."

This planning agenda has been addressed and is in progress. Since 2006, the following actions have taken place: 1) The College has worked with architects and contractors in

placement of blue phones; 2) Cameras were installed in high loss areas such as the bookstore; 3) Alarm and motion sensors were placed in computer technology areas; 4) Cameras were placed in strategic places on campus and monitored through campus security; 5) Automatic door locks were installed to ensure there are no security breaches during emergencies; 6) Doors were replaced in the Lecture Lab Building and the gym with proper security handles; and 7) The College limited key distribution. As construction continues, additional fencing will be secured, several additional security cameras will be installed, and campus video screens will be placed around campus to broadcast alerts and directions.

Planning Agenda 41
"Implement point-of-service surveys for the library and other learning support services."

This planning agenda has been addressed and is in progress. Point-of-service (satisfaction) surveys were collected and analyzed by the library as part of Non-Instructional Program Review during Fall 2008 and results indicated student requests for longer hours. The Learning Assistance Center (LAC) is in the process of approving the surveys created by the office of Institutional Research. In Spring 2009, students will complete the point-of-service surveys in the LAC.

Planning Agenda 42
"Develop SLOs for the Library and other learning support services."

This planning agenda has been partially accomplished. The Library has established the following student learning outcomes: 1) Students will be able to use computers to access major databases such as Netlibrary; 2) Students will be able to critically evaluate information sources and determine each source's reliability, validity, authority, point of view, and timeliness; 3) Students will be able to study, research, and pursue lifelong learning through utilization of the library's safe and attractive physical environment, which will include up to date technology; and 4) Students will be able to utilize the library's technical equipment such as OPACS, audio, DVD, e-mail, print-servers, and scanners. The Center for Academic and Workforce Excellence has developed three SLOs. The ASC will be developing SLOs for its 2008-2009 Non-Instructional Program Review.

Planning Agenda 43
"Review staffing levels in all departments and provide recommendations."

This planning agenda has been addressed and is in progress. Staffing levels were reviewed by each program as part of Non-Instructional Program Review (2007-08 and 2008-09) resulting in program recommendations. An academic Mini-Program Review process, to be completed during Spring 2009 and monitored by the Academic Senate, also includes a section on personnel adequacy. The Budget Committee reviews all program requests (including new faculty/staff requests) according to program goals. New tenure-track faculty positions are prioritized through a process adopted by the Academic

Senate. A rubric is used to rank positions and the final list is sent to the College President.

Planning Agenda 44
"Ensure all staff and faculty are evaluated at their specified regular intervals.

This planning agenda has been partially addressed and is in progress. The Los Angeles Community College District created a district-wide process in Fall 2007 that resulted in all classified employees being evaluated in the period closest to their birth date on an annual basis. The process is now electronic and surfaces in the supervisor Personnel Approval Queue when scheduled. The system does not allow a manager to remove the reminder until the employee's evaluation is completed and submitted to the district personnel office. This has improved the evaluation process for classified employees significantly. Administrative Employee Evaluations for deans and other administrative employees are also contractual and are tied to annual recommendations to salary step increases. Evaluations of vice presidents and the President are held annually and are tied to salary step increases. Academic Affairs Office has developed a draft matrix for evaluating faculty on a regular basis and is finalizing it with input from department chairs.

Planning Agenda 45
"Review and implement strategies from the Student Equity Plan."

This planning agenda has been accomplished as follows: in an agreement between the state chancellor's office and USC Center for Urban Education, ten California community colleges were allowed to take part in the Equity for all Project in lieu of completing the 2005-2006 Student Equity Plan. The College became a participant in the EFA project; the strategies spoken of here are those addressed in Planning Agenda Item #8. The state has since replaced the student equity plan with basic skills plans tied to funding. The College has participated in this statewide effort and implemented these strategies as part of its 2008-2011 Student Success Plan.

Planning Agenda 46
"Develop and publicize an annual training calendar with professional development activities."

This planning agenda has been accomplished. The 2008-2011 Staff Development Plan details the goals, activities, and dates of training sessions that have been and will continue to be provided by the Staff Development Program. Activities are publicized via email and campus mail at least one month in advance and with a reminder sent within a week of the event. Faculty and staff have been responsive to providing trainings, but commitments for dates so far in advance are sometimes a challenge so email notifications seem to work best.

Planning Agenda 47
"Implement the findings of the staffing review (refer to IIIA2)."

This planning agenda was intended as a follow through with planning agenda #43. As the budget has permitted, faculty and staff hiring have occurred.

Planning Agenda 48
"Revise and implement College Emergency Preparedness Plan."

This planning agenda has not been fully completed. As a result of the completion of new structures on campus, the College's Emergency Plan was revised and completed in August 2008. Copies of the new plan have been laminated and posted in all classrooms and offices all over campus. The new plans are visible to anyone who enters a classroom or office. Each one highlights the current location of the reader and highlights any changes in routes to safe meeting areas. The College Vice President, Sheriff's officers, and college public relations specialist have attended emergency preparedness training sponsored by the Chancellor's Office during the Spring 2008. The College President received training in emergency preparedness during January 2008. The College has participated in one emergency exercise in November 2008. Blue phones were placed in strategic points around the campus and became operational in August 2008. Further exercises have been limited due to construction. A schedule of exercises will be developed for the 2009-2010 academic year.

Planning Agenda 49
"Prepare a strategic plan for operations and maintenance to include a specific timeline for periodic review of college facilities and a campus-wide process for obtaining feedback."

This planning agenda has been addressed and is in progress. Site reorganization of custodial team assignments has been established to provide improved campus cleanliness. Primary and secondary duty details are outlined with location, completion time, and days of the week for duties to be performed. There is a weekly rotation which includes scheduling for special events and other routine work that may not be listed in primary or secondary duties. In addition, stripping, waxing, and carpet cleaning are done upon request. An online work request system (routed to either Plant Facilities or Information Technology) is available for campus personnel to request equipment repairs and maintenance. Part of operations and maintenance's NIPR plan is room maintenance, utilizing a statewide computer program that outlines all of the rooms. A satisfaction survey was implemented in the 2007-2008 NIPR and is slated to be more widespread during the 2008-2009 year.

Planning Agenda 50
"Complete the Technology Replacement Plan to include standardization of peripherals including copying systems."

This planning agenda has been addressed and is in progress. During Fall of 2008, the Technology Committee drafted a 3-year Technology Plan that included a replacement policy. It is now undergoing a review through shared governance and is expected to be completed and adopted in Spring 2009.

Planning Agenda 51
"Survey and offer technology training for faculty and staff."

This planning agenda has been addressed and is an ongoing process. The current Staff Development Coordinator was hired in Spring 2007, at which time a Staff Development Needs Assessment was distributed campus-wide. The assessment form was divided into sections with one section devoted entirely to technology training topics. Results of the needs assessment were used initially to determine what technology training to offer. Subsequently, evaluations of activities by faculty, classified staff, and administrators and suggestions for additional types of technology training based on identified needs were considered when planning workshops. The following technology training for 2008 has been provided: Web 2.0 for Faculty, PowerPoint Training, Multimedia (Smart) Classroom, Word 2007 Level 1 and 2, Develop & Post A Web Page, MS Outlook in preparation for MOS Exam, and Overview: Moodle Online Course System. The following technology training workshops for Spring 2009 are anticipated: Dreamweaver, Podcasting, Digital Video Editing, Photoshop, and additional Word 2007 workshops.

Planning Agenda 52
"Develop a plan with timeline to improve the college's technology infrastructure."

This planning agenda has been addressed and is in progress. Examples of completed technology infrastructure activities since 2006 include: 1) Core switch and fiber-runs upgrades for VOIP and wireless; 2) Virtual Servers technology and email to Exchange 2007; 3) ISCSI SAN to increase network storage capacity; 4) VOIP installations; and 5) Smart classrooms (21) in TEC building. Works in progress include an energy management system and a campus-wide security system. Ten millions dollars has been set aside in the implementation of Proposition J to fully address technology infrastructure.

Planning Agenda 53
"Select a course software management system and develop a management plan."

This planning agenda has been completed. After a review of available course management systems (CMS), the Curriculum Committee and the Senate have adopted Moodle as the College's CMS. CMS options for students may increase as the College's online program grows. To ensure quality of instruction and accountability, the Academic Senate adopted *Best Practices for Online Courses* in March 2008.

Planning Agenda 54
"Complete revision of the Planning Handbook."

This planning agenda has been completed. The *Strategic Planning Handbook* was adopted by the College in Spring 2009. Refer to response to Planning Agendas #2 and #3.

Planning Agenda 55
"Increase college community's awareness of committees and their members' roles."

This planning agenda has been addressed and is in progress. During the Fall of 2008, the Strategic Planning Committee (SPC) disseminated the results of periodic reviews that the campus could access through a variety of methods. By doing this, the committee assured public accountability for college planning efforts. These included 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 each semester
- Regular campus email distribution
- Regular reports to campus constituencies by their representatives on the committee
- Presidential communiqués to the campus
- Open Planning Team meetings (in accordance with the Brown Act and Roberts Rules of Order)

The Vice President of the Academic Senate continues to recruit faculty for participation on Senate committees and the topic of committee involvement will be on the Senate's March 2009 agenda. Agendas and minutes of the Curriculum Committee and SLO Committee are posted on the College's website.

Planning Agenda 56
"Evaluate the participatory processes and make necessary modifications."

The participatory process was formalized into the College Council as the overarching governance group for the College. The Council was established in Fall 2006 with representation from all of the governance groups and the Associated Student Organizations. The membership is equalized between instructional and non-instructional members and co-chaired by the Academic Senate President and a College vice president (rotating).

Planning Agenda 57
"Create a handout outlining all college-wide committees, their composition, frequency of meetings and charge."

This planning agenda has not yet been addressed. The Strategic Planning Committee will be charged with creating a booklet identifying college-wide committees, their memberships, frequency of meetings, and mission/charge. Completion is anticipated in Spring 2010.

Planning Agenda 58
"Promote constituency participation and attendance at meetings."

This planning agenda has been addressed and is in progress. During every new faculty orientation since Fall 2007, faculty have been encouraged to join committees. Other attempts to increase attendance at meetings include allowing flex credit for faculty participants, sending email reminders, serving food at meetings, and scheduling meetings at optimal times to reduce class conflicts.

Planning Agenda 59
"Provide mechanisms to facilitate how information is disseminated from committees to constituency groups; for example, publish this information on college website."

This planning agenda has been addressed and is in progress. The College is now ready to implement the process as outlined in the *Strategic Planning Handbook* (p. 1) starting Spring 2009. Activities for information dissemination include maintaining the College's website with current information, conducting at least one public forum each semester, regular campus email distribution, presidential reports, and regular reports by campus representatives to their constituency groups.

Planning Agenda 60
"Evaluate the effectiveness of the college's decision-making structure and processes."

This planning agenda has been addressed and is in progress. As a result of planning retreats in 2007 and 2008, the College revised its decision making process (2002 *Planning Handbook*) based on feedback from faculty and staff that culminated in the *Strategic Planning Handbook*. The Academic Senate and the President revised and approved the handbook in January, 2009. In 2007-08, the College's structure was changed wherein the Vice Presidents of Academic Affairs and Student Services each managed academic and student services programs. After one year and meetings between the vice presidents and the President, it was determined to move back to the original model for the 2008-09 academic year. The College will assess the structure and concomitant decision-making processes during the Spring 2009 semester and note adjustments that need to be made for the 2009-2010 academic year. There will be ongoing assessment of the shared governance decision making processes during the year through surveys and the annual planning retreat.

Planning Agenda 61
"Plan more team-building retreats and staff-building activities."

This agenda item has been achieved and is an ongoing process. The Staff Development Advisory Committee sponsored "Race to Las Vegas" from March 28 to May 25, 2007. Faculty, classified staff, and administrators formed 36 teams of four individuals each and selected team captains to collectively accumulate exercise miles, 277 miles to be precise, to go from the College to Las Vegas (Community College of Southern Nevada). Excel

and pedometer workshops were designed especially for participants. The kickoff and the closing awards ceremony were huge team efforts by the committee. On July 27, 2007, 53 race participants, guests, and former employees of the College gathered at the Hollywood Bowl performance of "Viva Las Vegas—An Evening with Gladys Knight" to celebrate the culminating activity to "Race to Las Vegas". Two additional Bowl excursions took place in July 2008.

An academic year-long slate of events was implemented in 2007-2008 in celebration of LASC's 40th anniversary. Academic departments as well as other campus groups organized events to highlight accomplishments. A planning committee that utilized a cross-section of campus departments, units, and community members organized a major community event in November 2007 in celebration and dedication of the new Child Development and Education Complex.

In addition, faculty, classified staff, and administrators were invited to say thanks and express appreciation to others on campus with a gift of a free chocolate bar and a Faculty and Classified Staff Appreciation Day in Spring 2008. This was an opportunity to recognize and acknowledge co-workers for their support and good work. This marked the first of what will become an annual event.

Planning Agenda 62
"Improve college-wide communications about the college's budget."

The planning agenda has been addressed and is in progress. A process has been established and is being implemented in Spring 2009.   The process for dissemination of budget information is outlined in the *Strategic Planning Handbook* (page 2) and is identical to the process referenced in response to planning agenda 62.

Planning Agenda 63
"Host additional college and community meetings."

This planning agenda has been accomplished and is an ongoing process. The College President has hosted campus-wide forums at least once each term since Fall 2006 in order to inform the campus community of district and college news. The forums included updates from the College President and a Q&A. Meetings with the community, specifically the South LA Neighborhood Association and the Holly Park Neighborhood Association, occur on a regular basis. In addition, community forums held on campus in the Fall of 2007 and in Spring of 2008 informed attendees about progress on the bond initiative. Community groups—J Thomas Foundation (1/09), District 7 PTA (monthly over the last two years when school is in session), Black Women's Forum for Black Colleges, and others have met on campus.

Planning Agenda 64
"Prepare quarterly newsletters for the internal and external community."

This planning agenda has been accomplished and will continue. The *Cougar Report* was launched in March 2008. The electronic newsletter aims to bring information to college employees and celebrate their professional and departmental successes. Six editions were published in 2008. Publication will continue in 2009 and is likely increase to at least eight editions. A report to the community was produced in newsletter form to update the service area about the College's progress in campus expansion. This newsletter was mailed in April 2008 to the nearly 200,000 households in the service area. The Public Relations Office will launch an external newsletter in 2009 to continue keeping the community updated on construction progress, academic programs, and community services.

Addendum: Recommendation Status Matrix
Recommendations 5-7

ACCJC Recommendation	Summary of Actions Taken	Evidence (partial listing)
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).*	▪ The College President has undertaken a personal communications initiative to reach out to all faculty, staff, and administrators on campus ▪ Formal feedback loops have been built into the planning and budget process (New *Strategic Planning Handbook*) ▪ Constituency representatives have a well-defined structure by which to communicate actively with their constituents	▪ *Strategic Planning Handbook* ▪ President's Communication evidence ▪ Emails, meeting sign-in sheets ▪ Educational Master Plan Development Documentation ▪ Program Reviews ▪ Documentation of Planning Meetings ▪ Shared governance membership on committees
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).*	▪ In 2005, the College made available to the Admissions Office a lockable fireproof safe for storage of the files and the seal in room 125 in the Student Services building.	▪ Digital photos of the safe and room 121 in Student Services building.
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, II.A.2a, IIA.2b, IIA.2f, IIB.4, IIC.1b).*	▪ A timeline was approved for developing, assessing, and implementing improvement plans for student learning outcomes (SLOs) at the course, program, and institutional levels. ▪ 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 ▪ Every student services office has developed at least one SLO as part of non-instructional program review (2007-2008) ▪ Guidelines and helpful links for developing assessment strategies have been incorporated into the SLO Guidelines handbook.	▪ SLO Timeline (2008-2012) ▪ SLO Matrix ▪ Syllabus Template (with SLO) ▪ Mini-Program Review Documents ▪ NIPRs (with SLOs) ▪ SLO Guidelines Handbook ▪ SLO Committee Minutes