Los Angeles Southwest College
Comprehensive Work Plan

Updated August 30, 2021

Table of Contents

About Los Angeles Southwest College

Los Angeles Southwest College, part of the Los Angeles Community College District (LACCD), caters to students' personal and professional needs, providing premier instruction, small class sizes, and customized student support services. From traditional, full-semester offerings to online, evening, weekend, and short-term, eight-week courses, LASC offers classes that will help frame all students' success. The college is the product of decades of hard work, vision, and perseverance to achieve the dream of its principal founder, Odessa B. Cox. Since its opening, LASC has established itself as a key force in the educational, recreational, and cultural development of the region. Today, LASC's student body has increased to more than 8,000. There are more than 300 faculty, staff, and administrators looking to help students find academic success from the cities of Los Angeles, Gardena, Hawthorne, Inglewood and beyond. More and more students each year are also taking part in online Distance Education courses, providing a new avenue in which students are receiving an LASC education.

Mission

In honor of its founding history, Los Angeles Southwest College is committed to providing a student- centered and equitable learning environment designed to empower a diverse student population and the surrounding community to achieve their academic and career goals by:

- attaining certificates and associate degrees leading to transfer and workforce preparation
- eliminating systemic racism and exclusion
- becoming a model educational institution for the success of students of color

Vision

As a model institution of higher learning, Los Angeles Southwest College will transform the lives of our students of color and members of our surrounding community by supporting their pursuit of academic and personal goals.

Values

1. **Accountability and Integrity:** LASC responds to the needs of our community through the ethical assessment and implementation of our mission, vision, and values.
2. Collegiality: LASC creates a campus community of mutual respect and shared concern for the well-being of each other.
3. **Excellence and Innovation:** LASC ensures a culture of excellence using innovative pedagogy, technologies, and professional development resulting in our students meeting the highest standards.
4. **Student Learning and Success:** LASC provides a learner-centered environment that promotes academic excellence for its students by ensuring equity and clear pathways to transfer and job placement.
5. **Civic Engagement:** LASC sees itself through an equity lens focusing on academic success for our students, professional success for our employees, and personal success for members of our surrounding community. LASC is All In!

Los Angeles Southwest College Work Plan

Updated August 30, 2021

About LASC's Comprehensive Work Plan

The Los Angeles Southwest College work plan was initially created by the LASC Fiscal Recovery and Long-Term Sustainability Taskforce in the summer of 2020 in response to the Fiscal Recovery and Long-Term Sustainability Report established by the Cambridge West Partnership. The work plan initially operationalized recommendations made in the Fiscal Recovery Report to the campus. Since that time, the College has established additional goals through the college's Institutional Effectiveness Partnership Initiative Plan (IEPI) and the updated strategic goals found in the FY 2021-2026 Strategic Education Master Plan. These goals have also been included to develop a comprehensive work plan updated monthly to track the college's progress in our pursuit of academic excellence, operational efficiency, fiscal recovery and sustainability, and responsive student services to best serve our students and community. This is a living document updated monthly to best reflect the priorities of the college and provide a snapshot of accomplishments each month.

Goal Achievement Summary

Below is a brief summary of the LASC's comprehensive goals, including fiscal recovery, IEPI, and strategic goals, and their status at this time. Overall, there **are 93 goals being pursued**, some with overlap. Of these goals, **18 have been completed (19%)**, **71 are in-progress (76%)**, and **4 are currently on-hold (4%)**.

Fiscal Recovery Goal Progress

Status	Total Items	Completion Rate
Completed	16	31%
In Progress as of September 2021	31	61%
On-Hold	4	8%
TOTAL	**51**	**100%**

IEPI Goal Progress

Status	Total Items	Completion Rate
Completed	2	11%
In Progress as of September 2021	16	89%
On-Hold	0	0%
TOTAL	**18**	**100%**

SEMP Goal Progress

Status	Total Items	Completion Rate
Completed	0	0%
In Progress as of September 2021	24	100%
On-Hold	0	0%
TOTAL	**24**	**100%**

Fiscal Recovery and Long-Term Sustainability Goals

LEGEND
Green – Immediately/Urgent
Blue – Hold
Yellow – Not Urgent
Gray – In Progress
Purple – Completed

	The college should focus on strengthening institutional capacity by strategically deciding what the College should look like. This process should identify the degree/certificates the College should offer.						
	Goal 1– Decide how the college will best serve the surrounding community.						
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Comments**	**ACCJC Standard**
1.1	The College should review the current planning processes, evaluate the College's culture, and review and assess data in preparation for the next steps.	• Fiscal Recovery Taskforce	Completed	• ~~Change Theory and Logic Model – 3 year implementation plan~~	• In progress – Summer 2020-Summer 2023		1.A.2, 1.A.3, 1.A.4, 1.B.5, 1.B.7, 1.B.9, 2.A.1, 2.C.1
1.2	The College should conduct a Strategic Planning Retreat, or a similar process, to revise and update, the College Mission, Vision, and Values. -The College would be well served by hiring a facilitator to assist the college in this process - The Vison statement will yield a picture of the College's future that motivates and inspires others to act. - The Mission will define what the college will do and not do; who it will serve and not serve; and how will they be served. -All constituents of the college, including students, should be involved throughout this process and future planning processes.	• Strategic Planning Committee/SEMP Update	Completed	• ~~SEMP Survey~~ • ~~SEMP focused campus-wide forums with all constituency groups~~ • ~~Complete SEMP~~ • ~~Board approve updated College mission~~ • ~~Board approve SEMP~~	• IESS Approval Expected – April 2021 • LACCD Board Approval Expected – May 2021		1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

	Objective		Owners	Status		Activities		Dates	Comments	ACCJC Standard
1.3	Create strategic goals and objectives with defined timelines that support the Mission, Vision and Values.	•	Strategic Planning Committee/SEMP Update	Completed	•	~~SEMP Survey~~	•	IESS Approval Expected – April 2021		1.A.3, 1.B.5, 3.D.2, 4.B.3
					•	~~SEMP focused campus-wide forums with all constituency groups~~	•	LACCD Board Approval Expected – May 2021		
					•	~~Complete SEMP~~				
					•	~~Board approve updated College mission~~				
					•	~~Board approve SEMP~~				
1.4	Create and assign action activities to accomplish the strategic objectives of the LASC Work Plan	•	Fiscal Recovery Taskforce	Completed	•	~~Taskforce will review and approve workplan~~	•	Expected Completion Date – December 2020		1.B.5
					•	~~Workplan will be reviewed and approved by Academic Senate and College Council~~				
					•	~~Goals will be distributed to the College Committees for Completion~~				
1.5	Ensure the Institutional Capacity Recommendations align with the ACCJC Accreditation Standards.	•	LASC ALO/Accreditation Steering Committee	Completed	•	~~Training on October 23, 2020~~	Expected Completion Date – December 2020			3.A.1, 3.A.7, 3.A.9, 3.A.10
					•	~~Confirm as a group that this workplan aligns with the ACCJC~~				
					•	~~Begin planning in fall 2020~~				
1.6	Engage our surrounding community in surveys and town halls/forums to assess how to best serve	•	Fiscal Recovery Taskforce	Completed	•	~~Community townhalls/forums/zooms~~	Expected Completion Date – December 2020			2.A.16
		•	Strategic Education Master Plan/SEMP		•	~~Surveys~~				
		•	Dean of IE – Gallegos		•	~~Community meeting attendance~~				
		•	Public Relations Manager- Demers		•	~~Data Collection – focus groups~~				
					•	~~K-12 and Higher Ed Partners~~				

The College has struggled with years of financial instability; thus, this process has been initiated.

Goal 2– The College needs to reach financial stability to ensure that its students and community achieve their academic and career goals.

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
2.1	The College should update the 2016-17 Financial Recovery Plan for the next five fiscal years with definitive and measurable targets, actions steps, timelines and staffing assignments.	• Dan Hall/Budget Committee - Lead • Support from J. Gordon – for budget allocation and approval	In-Progress	• ~~Meet to develop updates with budget committee~~ • ~~Approve with Budget Committee~~ • Approve with Academic Senate • Approve with College Council	• Expected Completion December 2021		3.D.1, 3.D.2, 3.D.3, 3.D.5, 3.D.7, 3.D.10
2.2	Incorporate all College funds into the College's planning and budgeting process.	• Dan Hall/Budget Committee – Lead • Awan – Support • Support from J. Gordon for allocations	In-Progress	• Identify all funds • Develop new processes with checks and balances • Create and share timeline for all budget recommendations through shared governance • Notify budget managers • Train campus	• Expected Completion December 2021		3.D.3, 3.D.4, 3.D.6, 3.D.10
2.3	Develop and submit a proposal for IEPI-PRT assistance.	EPIE can assist in the proposal - LASC already has work done on this	Completed 10/09/20	• ~~Submit IEPI application~~			1.B.9, 3.A.7, 3.A.9, 3.A.10 3.D.10, 3.A.14
2.4	Identify and establish partnerships with local business and industry.	• CTE Faculty • Department Chairs • Deans • Vice President • President	In-Progress	• Create repository to document partnerships and contact information in a central location • Add information to our community page on the website (summary version)	• Completed by October 2021		2.A.16, 3.D.4

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
2.5	Identify economic development opportunities.	• Events and Venue Coordinator • Grant Writer (To Be Hired)	In-Progress	• Base opportunities on data and SEMP guidance • Possibly create a grant writing taskforce for the campus	• Currently in-progress informally, once SEMP is adopted, this will become more formalized with activities		2.A.16, 3.D.4
2.6	Evaluate the effectiveness of the LASC Foundation and seek additional contribution sources.	• Awan – Lead • Budget Committee - Support • J. Gordon – Support	In-Progress	• ~~Budget Committee to connect with Foundation to support operations~~ • IEPI consultant to provide training and revamping • ~~Training for the Foundation Board Completed 02/20/21~~	• December 2021		3.D.10, 3.D.14
2.7	Formulate a plan to reduce costs of employee benefits.	• Roman/Gutierrez, Nish, Awan • This is HR/HBU but it is a negotiable issue, not a college issue.	In-Progress	• ~~Have debt forgiven~~ • ~~Reduce expenses to address deficit spending~~ • ~~Implement hiring freeze~~ • ~~Implement SERP~~ • Be funded by the District appropriately using position control for actual human resource expenses including step and column and cola increases • ~~TBD - Identify funding to cover funding deficit and reorganization~~	• December 2021		3.A.7, 3.A.9, 3.A.10, 3.D.1, 3.D.2, 3.D.4
2.8	Complete an analysis of release/reassignment time for faculty.	• Roman & Awan	Completed 02/28/20	• ~~Identify Release Time~~	• Confirmed release time assignments 02/28		3.A.7, 3.D.1, 3.D.4
2.9	Seek and secure a grant writer which may initially need to be on a contract basis.	• Awan • Grant Writer (to be hired)	Completed	• ~~Reorg Plan has Grant Coordinator~~ • ~~Prioritized as low priority~~	• June 2021		3.D.10, 3.D.14

				~~within the HR Restructuring plan. Will be hired when funding becomes available.~~			
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Comments**	**ACCJC Standard**
2.10	Ensure the Financial Capacity Recommendations align with the ACCJC Accreditation Standards	• LASC ALO/Accreditation Steering Committee	<mark>Completed</mark>	• ~~Training on October 23, 2020~~ • ~~Confirm as a group that this workplan aligns with the ACCJC~~ • ~~Begin planning in fall 2020~~	Expected Completion Date – December 2020		1.C.12, 4.B.3, 4.B.4

The College should review its organizational structure.

Goal 3– Employee compensation should be reduced.

	Objective	Owners	Timeline	Activities	Dates	Comments	ACCJC Standard
3.1	Review the College's organizational structure, its staffing patterns and position descriptions with an eye to what the College needs prospectively and to improve efficiencies.	• Awan/Leadership Team • Approved through participatory governance	In-Progress	• ~~IEPI Consultant assistance~~ • College needs to be funded appropriately for all budgeted positions including step, column, cola and raises • ~~Complete reorganization plan~~ • ~~Prioritize positions~~ • ~~Share with Academic Senate~~ • ~~Share College Council~~	• December 2021		3.A.7, 3.A.9, 3.A.10, 3.D.1, 3.D.2, 3.D.4
3.2	Identify College needs for systems upgrades so that data are available when and where needed and that operating policies and procedures are in line therewith.	• Lidz – District IT • Hall – Campus Lead • Campus Technology Planning Committee - Support • Academic Technology Committee - Support	In-Progress	Identify college system updates needs Assessment – 6-10 weeks Consolidate to district-wide solution for systems – 6-12 months Introduce standard operating procedures and standard processes – 6 months	• December 2021		1.A.9, 2.B.1, 3.C.1, 3.C.2, 3.C.3, 3.C.4, 3.C.5
3.3	Establish a target for the percentage of the unrestricted fund budget dedicated to compensation and incorporate in the FRP.	• Hall/Budget Committee – Lead • Awan – Support	Completed	• ~~Identify goal for personnel funding~~ • ~~Complete SERP~~ • ~~Complete Reorg~~	• June 2021		3.D.10

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
3.4	Establish a target for WSCH/FTEF that is based on program and course offerings and facilities availability vis-a-vis the recommended standard of 595; develop a plan for reaching that target; then incorporate into the FRP.	• Enrollment Management Committee • Cornner, Awan, Gallegos to support • Academic Council	In-Progress	• ~~SEMP in progress~~ • Enrollment Mgt plan will then be completed • ~~Two-year schedule in progress with Department Chairs and Admin Team~~ • ~~Instructional Hours Allocation Model in progress with Department Chairs and Admin Team~~	• October 2020 & December 2021		3.D.1, 3.D.2, 3.D.3, 3.D.5
3.5	Develop a human resources development plan— recruitment and hiring procedures, College orientation, onboarding, performance evaluation, and ongoing training.	• Awan • VP's & Deans • Professional Growth Coordinator • Professional Dev Committee • Union Leadership • Academic Senate • District Human Resources o Roman & Gutierrez	In-Progress	• All college classified and administrator evaluations are in-progress • Hire professional development coordinator (position currently funded in LASC budget) • ~~Balance budget and begin planning for HR plan for campus – reorganization~~ • ~~Build plans for this~~	• December 2021		3.A.1, 3.A.7, 3.A.9, 3.A.10, 3.A.14
3.6	Explore the possibility of offering an Early Retirement Incentive.	• Roman/Gutierrez	Completed 09/02/20	• ~~Identify SERP possibilities~~ • ~~Develop Timeline~~ • ~~Inform LASC employees~~	• December 2020/June 2021		3.D.1, 3.D.2
3.7	Ensure the Human Resources Capacity Recommendations align with the ACCJC Accreditation Standards	• LASC ALO/Accreditation Steering Committee	Completed	• ~~Training on October 23, 2020~~ • ~~Confirm as a group that this workplan aligns with the ACCJC~~ • ~~Begin writing in fall 2020~~	Expected Completion Date – June 2021		3.A.1, 3.A.7, 3.A.9, 3.A.10

The College is currently overbuilt and needs to explore alternative uses of excess space.

Goal 4– The Facilities Plan should be reviewed, revised and followed.

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
4.1	The Facilities Plan should be reviewed, revised and followed	• Hall/Facilities Planning Committee – Lead • Awan – Support • Possible Facilitator Needed	In-Progress	• ~~Hold until Strategic Educational Master Plan is complete~~ • Once completed, begin facilities master plan revision • Create and approve by Facilities Planning Committee • Approve by Senate • Approve by College Council	• December 2021		3.B.1, 3.B.2, 3.B.3
4.2	The plan should include procedures to delete unused space from the inventory to save utility, maintenance and custodial costs.	• Hall/Facilities Planning Committee – Campus Lead • Work Environment Committee • Awan – Campus Support • R. Smith – District Lead	In-Progress	• ~~Hold until Strategic Educational Master Plan is complete~~ • Once completed, begin facilities master plan revision • Create and approve by Facilities Planning Committee • Approve by Senate • Approve by College Council	• December 2021		3.B.1, 3.B.2, 3.B.3
4.3	Review M&O staffing and management with an eye towards increased efficiencies.	• Hall – Campus Lead • R. Smith – District Lead • Work Environment Committee	In-Progress	• Dan and Rueben can begin meeting to analyze this • Bring to Work Environment Committee for review • Changes can be identified and implemented by the beginning of the Fall 2020 Semester	• Any staffing needs will be addressed through the SERP and Reorg • December 2021		3.A.9, 3.A.14
4.4	Continue to seek appropriate lease agreements for unused college facilities.	• Hall – Lead • Events & Venue Coordinator – Lead • Awan – Support	In-Progress	• Need support from legal counsel, purchasing, and contracts department			3.B.2, 3.B.3, 3.D.10

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
4.5	Develop a facilities stewardship plan relative to improving student engagement, facilities maintenance, community image & standard care	• Hall & Irvin – Leads • Facilities Planning Committee • Awan – Support • Work Environment Committee • ASO • GP Ambassadors	In-Progress	• ~~Hold until Strategic Educational Master Plan is complete~~ • Once completed, begin plan	• December 2021		3.B.1, 3.B.2, 3.B.3
4.6	Explore which facilities can be taken off-line to eliminate maintenance costs and inefficiencies.	• Hall/Facilities Planning Committee – Campus Lead • Work Environment Committee • Awan – Campus Support • R. Smith – District Lead	In-Progress	• ~~Hold until Strategic Educational Master Plan is complete~~ • Once completed, begin this process • All enrollment data should be used from prior to COVID-19 to reflect accurate campus enrollment	• Will need participatory governance review at Academic Senate, Facilities Planning, and College Council • December 2021		3.B.1, 3.B.2, 3.B.3
4.7	Ensure the Facilities Capacity Recommendations align with the ACCJC Accreditation Standards	• LASC ALO/Accreditation Steering Committee	Completed	• ~~Training on October 23, 2020~~ • ~~Confirm as a group that this workplan aligns with the ACCJC~~ • ~~Begin writing in fall 2020~~	Expected Completion Date – December 2021		3.B.1, 3.B.2, 3.B.3

The College, through a variety of methods, should strengthen College image and increase community involvement.

Goal 5– Strengthen the College's constituency capacity.

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard

5.1	Explore the expansion of athletics programs, such as women and men's soccer and women's softball.	• Irvin/Davis – Lead
		• Faculty Hiring – Senate/Union
		• Dean of IE – Gallegos
		• Facilities Planning Committee
		• Dean of Non-Credit
		• ASO
		• GP Ambassadors
		• Awan – Support
			HOLD – on hold until COVID-19 is resolved	• ON HOLD
				• Data and surveys on sports popularity
				• Intermural sports
				• ISA Athletic Director
				• Community Services
				• Evaluate athletic facilities and renovate as needed
				• Once hired, will reorganize Athletics to build capacity
				• Need to hire eligibility technician/admin analyst to support growth
				• Timeline of Recruitment, activities, outreach, and other important dates for each team.
				• Add the following sports (not in order):
				  ○ Women's Soccer
				  ○ Women's Volleyball
				  ○ Track (both)
				  ○ Swimming (both)
				  ○ Women's Softball
					• ISA Athletic Director – TBD
					• Athletics Reorganization – TBD
					• New sports online
					• Expected Completion June 2022
							2.C.4, 3.D.10

5.2	Assess the community use of facilities and determine ways to expand the community's presence on the campus.	• Hall – Lead • Events & Venue Coordinator – Lead • Facilities Planning Committee	HOLD until enroll. Mgt. plan and ed master plan, and Facilities	• Community Services TBD	• Expected Completion June 2022		3.B.1, 3.B.2, 3.B.3

		Owners	Status	Activities	Dates	Comments	ACCJC Standard
		• Dean of Non-Credit • ASO • Awan – Support	Master Plan are completed				
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Comments**	**ACCJC Standard**
5.3	Consider the establishment of a College Advancement Office	• Awan – Lead • Institutional Advancement Officer (To Be Hired)	Completed	• ~~Reorganization plan for campus~~ • ~~Included in IEPI Plan and HR Restructuring Plan.~~	• August 2022		3.D.5, 3.D.9, 3.D.10
5.4	Assess involvement of faculty, staff, and students in community organizations and activities as well as Statewide community college-related organizations.	• College-wide • Professional Growth Committee	HOLD – on hold until COVID-19 is resolved	• Repository – how our employees are serving in the community and on local, state, and national committees/groups			2.A.16
5.5	Conduct student forums to gain insights relative to their needs, interests, and concerns regarding the advancement of the College.	• Cornner – District Lead • Gallegos – Campus Lead • ASO Facilitators • GP Ambassadors • ASO	HOLD – on hold until COVID-19 is resolved (need to complete +3) 1st Forum – 02/27/20	• President's Office in partnership with ASO will organize students for student forums	• completed 02/27/20 • Working with Ryan to coordinate additional forums as recommended • Data will be imbedded into upcoming planning processes		1.A.2, 1.A.4, 1.B.5, 2.C.2

The College needs to evaluate its technology capacity.

Goal 6– The College will provide a technology infrastructure that supports an effective learning environment.

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
6.1	Review and revise the Technology Plan to ensure the currency of IT/MIS systems vis-à-vis the College's internal and external data reporting. Equipment Refresh Plan: Assessment: • Technology assets inventory - if none exists this will take 4-6 weeks • Aging report for equipment vs. equipment refresh cycle – 1-2 weeks after the inventory is created • Equipment utilization report - 1-2 weeks after the inventory is created Planning: • Develop refresh plan based on aging and utilization reports – 2 – 3 weeks after assessment complete Implementation: • Replace aging equipment – most critical areas first – 4 months • Replace other areas based on priority and introduce refresh cycle model for ongoing refresh	• Lidz – District Lead • Hall – Campus Lead • Technology Planning Committee • Academic Technology Committee • Facilities Planning Committee	In-Progress	Review of Technology Plan -2 weeks. Revisions 60 days Equipment Refresh Plan: • Assessment 6-10weeks • Planning 2-3 weeks • Implementation of critical areas – 4 months Ongoing plan based on refresh cycle model			1.A.9, 2.B.1, 3.C.1, 3.C.2, 3.C.3, 3.C.4, 3.C.5

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
6.2	Develop the reporting systems necessary for class scheduling and events management.	• Lidz – District Lead • Cornner – District Lead • Hall – Campus Lead • Gallegos – Campus Lead • Bradford – Campus Lead • Chair of Chairs or Designee (Moore) – Campus Lead • Academic Technology Committee • Technology Planning Committee • Events and Venue Coordinator - Shetland • Awan – Support	In-Progress	• Campus already has Facilitron system for events management • Class Schedule needs to be input accurately into PeopleSoft and then exported to Facilitron • IT may be needed to evaluate if there is a capability to have Facilitron and PeopleSoft communicate	• Enrollment management plan as already begun. • Once campus work is completed in December 2021, we can continue this discussion		3.C.1, 3.D.1, 3.D.2, 3.D.3, 3.D.5
6.3	Provide ongoing employee and student technology training.	• Lidz – District Lead • Hall – Campus Lead • Awan – Support • Professional Growth Coordinator • Professional Growth Committee • Technology Planning Committee • Academic Technology Committee • ASO	In-Progress	• Could also be through non-credit • Need professional development coordinator • Can identify topics and trainings needed and facilitate with the campus • Develop assessment of training need	• TBD		3.A.14

The College should strategically increase enrollment by offering relevant degrees and certificates while attracting its students who are attending neighboring colleges and potential students.
Goal 7– The enrollment management plan should be completed, and recommendations implemented. The same holds with the marketing plan, which is an important element of enrollment management.

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
7.1	Complete and implement the Strategic Educational Master Plan.	• Braford/Gallegos/Stewart – Campus Leads • Strategic Planning Committee • Chair of Chairs or Designee – Moore	Completed 03/15/21	• ~~Embed planning activities into the new strategic educational master plan~~ • ~~Implement plan to then create other plans, marketing, enroll mgt, facilities, etc.~~ • ~~Review and Approve by Senate~~ • ~~Review and Approve by College Council~~	• February 2021		1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3
7.2	Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.	• Gallegos – Campus Lead • Cornner – District Lead	In-Progress	• ~~Ed Plan data is being shared with academic/faculty leadership~~ • ~~Additional data and dashboards are in progress~~ • Need to fill research analyst vacancy	• October 2021		1.A.2, 1.A.4, 1.B.5, 2.C.2
7.3	The entire class schedule should be coordinated with all divisions to ensure that the classes do not overlap in time slots, etcetera.	• Enrollment Management Committee – Campus Lead • Gallegos & Bradford – Campus Lead • Moore – Campus Lead • Awan – Support • Cornner – District Lead • Public Relations Manager – Demers • GP Ambassadors/Committee	In-Progress	• Enrollment management plan will be assigned to Enrollment Management Committee with support from dean of IE and oversight by VP of AA • New structure and format of the class schedule for students • Block scheduling and 2-year program development meetings scheduled and in-progress	• December 2021		2.A.6

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
7.4	Increase concurrent enrollment by improving outreach to high school students and modifying the college schedule to accommodate their needs. As previously mentioned, the college currently hosts a LAUSD Middle College High School and a Charter School on campus.	• Enrollment Management Committee – Campus Lead • Gallegos & Bradford – Campus Lead • Awan – Support • Cornner – District Lead • Chair of Chairs or Designee – Moore • Outreach Coordinator – Barron • Public Relations Manager – Demers • Dual Enrollment Sub-Committee (Senate) • Dean of CTE – Perez • Dual Enrollment Coordinator – Mackey	In-Progress	• Will need to expand outreach staffing and resources • Coordinate and implement counseling department changes • ~~Creating a new Sub-Committee for Dual Enrollment under the Senate~~	• December 2021		2.A.4, 2.A.5, 2.A.7, 2.A.10
7.5	Additional evening and weekend classes could be offered to reach the working student. More online and hybrid classes could be added but only after students and faculty are trained to navigate the process.	• Enrollment Management Committee – Campus Lead • Gallegos & Bradford – Campus Lead • Awan – Support • Cornner – Support • Chair of Chairs or Designee – Moore • PAWS Program - Kathy Wilson/LaShawn Brinson • Academic Council • Enrollment Management Committee • DE Coordinator – DuBry • ASO/Student Services	In-Progress		• December 2021		2.A.1, 2.A.5, 2.A.6, 2.A.7, 2.A.10, 2.A.16

	Objective	Owners	Status	Activities	Dates	Comments	ACCJC Standard
7.6	High school and middle school outreach efforts should be evaluated and expanded. High school and middle school students should be invited to campus for programs and events.	• Enrollment Management Committee – Campus Lead • Gallegos & Bradford – Campus Lead • Awan – Support • Cornner – Support • Outreach Coordinator – Barron • Dual Enrollment Coordinator – Mackey • Dual Enrollment Sub-Committee (Senate) • Dean of Non-Credit – Perez • Events and Venue Coordinator - Shetland	In-Progress	• Will need to expand outreach staffing and resources • Coordinate and implement counseling department changes	• December 2021		2.A.4, 2.A.5, 2.A.7, 2.A.10
7.7	High school counselors should become ambassadors for the College. Ways in which this can occur is to have counselor to counselor conferences, special luncheons for high school counselors and so forth.	• Enrollment Management Committee – Campus Lead • Gallegos & Bradford – Campus Lead • Awan – Support • Cornner – Support • Counseling Chair – Wilson • Academic Council • Dual Enrollment Sub-Committee (Senate) • Dual Enrollment Coordinator • Dual Enrollment Faculty • Outreach Coordinator - Barron	In-Progress		• December 2021		2.A.4, 2.A.5, 2.A.7, 2.A.10
7.8	Strengthen the Associated Students Organization and provide gathering spaces for students.	• Irvin – Campus Lead • Awan – Support • Hall – Support • ASO Faculty Advisors • GP Ambassadors	In-Progress	• ~~Have new ASO advisors in place~~ • Currently rebuilding ASO	• Fall 2019 – New advisors • Spring 2020 – Energized ASO with multiple		2.B.1, 2.C.3, 2.C.4, 2.B.3

						activities • Student Union in progress	
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Comments**	**ACCJC Standard**
7.9	Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process. During our research, we noted a very low number of students were receiving the BOG Waiver (Promise Grant) and the Pell Grants, compared to the number of students who would qualify. The 2018-19. Financial Aid data revealed that the headcount for the College was 11,389, but only 6,700 received the BOG Waiver (Promise Grant) and only 2,100 received the Pell Grant.	• Gallegos & Irvin – Campus Leads • FA Director – Bruton • Public Relations Manager – Demers • Counseling Chair - Wilson • Awan – Support • Cornner – District Lead	In-Progress	• TBD	• December 2021		2.C.1, 2.C.2, 2.C.3
7.10	Determine if the operational hours provided for student services meet the needs of the students.	• Gallegos & Irvin – Campus Leads • Counseling Chair – Wilson • Students Services Managers and Supervisors • Bookstore – Tatum and Hall • Business Office – Zhu and Hall • Library – Samaie • SSC – Turner-Odom • Career Center – Danielly/Perez • Child Dev Center - Grey • Awan – Support • Cornner – Support	In-Progress	• Surveys and evaluation • Program Reviews	• December 2021		2.C.1, 2.C.2, 2.C.3
7.11	Complete an analysis of degree/certificate patterns; schedule classes that allow students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.	• Enrollment Management Committee • Cornner, Awan, Gallegos, Bradford • Counseling Chair	In-Progress	• Enrollment management plan will be assigned to Enrollment Management Committee • Strategic Educational Master	• December 2021		2.A.1, 2.A.5, 2.A.6, 2.A.7, 2.A.10, 2.A.16

			Status		Dates	Comments	ACCJC Standard
		• Academic Council • Chair of Chairs or Designee – Moore		Plan Completion			

	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Comments**	**ACCJC Standard**
7.12	Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.	• Enrollment Management Committee • Cornner, Awan, Gallegos, Bradford • Academic Council • Counseling Chair – Wilson • Guided Pathways – Ambassadors and Leads • Public Relations Manager - Demers	In-Progress	• Enrollment management plan will be assigned to Enrollment Management Committee • Strategic Educational Master Plan Completion • Catalog Updates – Program Mapper and identifying when classes are offered • Two Year Schedule Development • Class Schedule	• December 2021		2.A.6, 2.C.5
7.13	Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.	• Gallegos, Perez, Bradford • Cornner • Chair of Chairs or Designee • Career Center - Danielly • Academic Council • CTE Faculty	In-Progress	• Enrollment management plan will be assigned to Enrollment Management Committee Strategic Educational Master Plan Completion	• December 2021		2.A.12, 2.A.13, 2.A.14, 2.A.16

Institutional Effectiveness Partnership Initiative (IEPI) Goals

LEGEND
Green – Immediately/Urgent
Blue – Hold
Yellow – Not Urgent
Gray – In Progress
Purple – Completed

AREA OF FOCUS:
A. Integrated Strategic Master Planning (Development of an integrated strategic education master plan that includes Enrollment Management, Technology, Facilities, and Marketing with emphasis on Guided Pathways and Vision for Success)

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
1	Per recommendation from Cambridge West report, engage the college, especially faculty, in vision-setting that determines the array of educational programs for which LASC will be known. As part of this activity, determine the desired size of the college (FTES) and make the criteria understood and well known by all stakeholders.	• Lawrence Bradford, Vice President of Academic Affairs • Howard Irvin, Vice President of Student Services • Dan Hall, Vice President of Administrative Services • Alfred Gallegos, Dean of Institutional Effectiveness & SPC Co-Chair • Robert L Stewart Jr, Academic Senate President & SPC Co-Chair	In Progress	• Hold vision-setting forums for each constituency group, including students, in the fall semester focused on the academic identity of LASC aligned with the Strategic Education Master Plan (SEMP) goals • Assess the LASC service area market research to identify future needs for the community • Memorialize the findings of the forums and the market research, and define the academic focus of the college for the next five years, aligned with the SEMP • Complete an analysis of the potential size of the college with both FTES and FTEF based on the HR Restructuring Plan and the Student-Centered Funding Formula	• December 2021	• Completion of the vision-setting forums with each constituency • Memorialized findings from the forums and the market research; academic identify of the college set and aligned with the SEMP • Student-Centered Funding Formula budget planning tool updated to include the target-size FTES and FTEF	1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Conduct a detailed analysis of student success and retention metrics, and use an inquiry-based approach for identifying institution-based barriers to timely completion of certificates, degrees and transfer as well as strategies for addressing these barriers.	• Alfred Gallegos, Dean of Institutional Effectiveness & SPC Co-Chair • Guided Pathways Committee • Howard Irvin, Vice President of Student Services • Student Success Committee	In Progress	• Identify internal stakeholders to assist with completing the data analysis • Complete the data analysis and report the findings • Streamline processes and remove barriers to improve completion and student outcomes	March 2022	• Stakeholders identified; data analysis completed, with documented findings • Processes streamlined and barriers removed • Increased student outcomes • Decreased time to completion	1.A.2, 1.A.4, 2.A.6, 1.B.5, 2.C.2
3	Task the Enrollment Management Committee to develop the Enrollment Management Plan while prioritizing equity and guided pathways.	• Kristi Blackburn, Dean, Academic Affairs & Enrollment Management Committee Co-Chair • Rhea Pitre, Counselor & Enrollment Management Committee Co-Chair • Lawrence Bradford, Vice President of Academic Affairs • Alfred Gallegos, Dean of Institutional Effectiveness	In Progress	• In assigned EMC work groups, draft the Enrollment Management Plan • Use the LASC Databook to inform development of the Plan • Align Plan to the SEMP • Align Plan to the Guided Pathways framework • Align Plan to College Work Plan • Finalize the Strategic Enrollment Management Plan, obtain the necessary approvals, and commence implementation	September 2021	• Draft Enrollment Management Plan completed, based in part on the LASC Databook • Alignments built into Plan as specified • Enrollment Management Plan approved by Enrollment Management Committee • Enrollment Management Plan approved by Academic Senate • Enrollment Management Plan approved by College Council	2.A.1, 2.A.5, 2.A.6, 2.A.7, 2.A.10, 2.A.16

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
4	To increase access to higher education and reduce time to completion of degree or transfer to four-year college/university, implement strategies for scaling up dual enrollment pathways from the high schools that directly articulate with programs at LASC, and expand the College Promise Program.	• Lawrence Bradford, Vice President of Academic Affairs • Gail Amos, Faculty & Dual Enrollment Committee Co-Chair • Jamail Carter, Dean Of Academic Affairs & Dual Enrollment Committee Co-Chair • Rhea Pitre, Counselor & Promise Coordinator • Laura Perez, Dean of CTE	In Progress	• Utilizing the Dual Enrollment Committee, identify strategies for expanded dual and concurrent enrollment • Create a clear process to transition dual and concurrently enrolled students into the Promise Program prior to their final semester in high school. • Provide HR infrastructure to support this enrollment growth for the Promise and Dual Enrollment Programs • Document all processes and timelines in one consistent handbook • Create and implement trainings for dual and concurrent enrollment faculty members to be successful working at offsite locations • Create dashboards to measure success, outcomes, and enrollment growth	June 2022	• Strategies identified • Infrastructure increased to support enrollment growth • LASC dual and concurrent enrollment handbook completed, documenting all processes and timelines • Trainings implemented • Dashboard developed to track data	2.A.6, 2.C.5
5	Implement pathways, organizational structures and support services that accelerate student progress from adult education, into non-credit, to CTE programs and into well-paying employment.	• Lawrence Bradford, Vice President of Academic Affairs • Howard Irvin, Vice President of Student Services • Laura Perez, Dean Of CTE & Dean Of Non-Credit • Naja El-Khoury, Faculty & Curriculum Chair	In Progress	• Complete the certificate mapping for CTE programs • Complete mapping for all non-credit programs to credit programs and create a visual representation that can be shared with students • Implement the two-year schedule beginning fall 2021	June 2022	• CTE certificate mapping completed • Non-credit-to-credit mapping completed; visual representation completed and widely disseminated to students • Full implementation of the two-year schedule	2.A.12, 2.A.13, 2.A.14, 2.A.16

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
6	In the revision of the technology plan, include guiding principles around emerging technologies, accessibility, service integration, data security and reliable infrastructure. Connect these principles to the college's strategic goals and the desire to maximize progress to date with IT consolidation and lessons learned during the pandemic in acquisition of technology in support of teaching, learning and administrative operations.	• Dan Hall, Vice President of Administrative Services • Kirk Yamamoto, Regional IT Director • Parisa Samaie, Chair, Academic Technology	In Progress	• Update Technology Master Plan (TMP) to include the guiding principles, and to align it with the following: • College SEMP and District's Technology Plan • GP needs, goals, and objectives • Distance education goals and objectives • LASC Work Plan Goals • Leverage district resources for instructional software and other technology procurement • Align technology training opportunities with institutional goals • Include technology training/resources in onboarding for both employees and students • Include ongoing assessment of college's technology needs to keep up with emerging technology and best practices	June 2022	• Completed LASC Technology Master Plan update • Accomplishment of LASC Work Plan goals tied to Technology\ • District resources applied • Technology training opportunities aligned • Technology training included in all onboarding • Needs assessment system incorporated	1.A.9, 2.B.1, 3.C.1, 3.C.2, 3.C.3, 3.C.4, 3.C.5
7	Enhance marketing and public relations to reflect LASC's strong community relations.	• Seher Awan, President • Ben Demers, Public Relations Manager	In Progress	• ~~Contract with Intesa to complete market research about strengthening outreach to Black Men and the Hispanic Community~~ • Leverage new college branding to expand program-specific outreach • The President's Office will begin hosting an annual LASC Showcase event with the business community • The President's Office will begin hosting an annual Principals/Superintendents Breakfast to strengthen the K-12 partnerships	Principal's Breakfast – 09/30/21 Business Breakfast – 11/04/21 December 2021	• Completed market research by Intesa; outreach enhancement commenced • Increased program-specific outreach • Successful LASC Showcase event with the business community held • Successful Principals Breakfast with K-12 partners held	1.A.2, 1.A.3, 4.A.3, 1.B.9, 3.D.4

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
8	Update the college's decision-making process handbook so that it clearly identifies how governance committees are connected to one another, delineates roles and responsibilities, explains how work flows between committees, develops a common method of disseminating information, provides templates for post-meeting communication to the campus and establishes guidance on the representation of each constituency group and their value in the process.	• Alfred Gallegos, Dean of Institutional Effectiveness/SPC Co-Chair • Lawrence Bradford, Vice President of Academic Affairs • Robert L Stewart Jr, Academic Senate President & SPC Co-Chair • Academic Senate • College Council	In Progress	• Develop separate Participatory Governance and Decision-making Handbooks that together meet the specifications in the Objective • Ensure alignment of both Handbooks with SEMP and LASC Work Plan • Strategic Planning Committee reviews/approves the Decision-making Handbook • Academic Senate and College Council review/approve the Participatory Governance Handbook	June 2022	• Completed and approved participatory governance handbook aligned with SEMP and LASC Work Plan • Completed and approved Decision-making Handbook aligned with SEMP and LASC Work Plan	1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

AREA OF FOCUS:
B. Human Resources Restructure (Assessing human resources infrastructure and staffing to provide recommendations on an infrastructure that supports LASC's strategic priorities and goals; best practices on embedding equity and diversity into hiring committees and processes)

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
1	Develop an institute-like employee onboarding program that fosters ongoing professional development and connects new employees with mentors.	• Professional Growth Coordinator • Professional Growth Committee • Academic Senate • College Council • Collective Bargaining Unit Leadership	In Progress	• Develop and disseminate consistent goals, values, and objectives for overarching professional development and onboarding • Develop outcomes and timelines for all employee onboarding processes for consistency • Identify additional onboarding needs by constituency, and incorporate them in a comprehensive onboarding process • Identify and add training modules such as EEO and purchasing to ensure all employees have a baseline of knowledge • Develop a new faculty academy/mentorship program • Assess both programs to ensure continuous quality improvement	December 2021	• Goals, values, and objectives approved and disseminated • Outcomes and timelines established • Additional needs identified and incorporated • Training modules added • Successful, comprehensive onboarding process for all new employees launched • New faculty academy/mentorship program launched • Assessment and improvement process implemented	3.A.1, 3.A.7, 3.A.9, 3.A.10, 3.A.14

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Establish an Inclusion, Diversity, Equity and Access/Anti-Racism (IDEA) task force charged with reviewing the District's EEO Plan, developing a DEI Workplan based on the CCCCO Vision for Success Report and DEI Action Plan, monitoring DEI progress in hiring new employees and making recommendations regarding retention of existing employees.	• Seher Awan, President • Robert L Stewart Jr, Academic Senate President & SPC Co-Chair	In Progress	• Hold consultation between College President and Academic Senate on the prospective task force • Develop timeline, outcomes, and membership of the task force, consistent with the charge stated in the Objective • Recruit membership for the taskforce • Commence task force meetings and tasks as set forth in the Objective • Taskforce makes recommendations to support the retention of LASC employees • Taskforce makes recommendations on increasing diversity within new hires	June 2022	• Consultation completed • Timeline, outcomes, and membership established • Recruitment completed • Task force established and meetings and tasks commenced • Recommendations for LASC employee retention and increasing diversity issued • Increased employee retention • Increased diversity to reflect our student populations	3.A.1, 3.A.7, 3.A.9, 3.A.10, 3.A.12, 3.A.14
3	Increase partnerships and collaboration initiatives throughout the college that promote diversity and inclusiveness. Provide college wide professional development in diversity and bias awareness and consider this training as a requirement for serving on interview panels.	• Seher Awan, President • Professional Growth Coordinator • Professional Growth Committee	In Progress	• Develop a list of potential trainers and partnership opportunities to support diversity and inclusion work on campus • Establish partnerships and collaboration initiatives • Establish a schedule of applicable professional development events for the academic year • Enforce training requirements for serving on interview panels • Assess results and use findings to improve outcomes	June 2022	• Identified trainer and partner list • Partnerships and collaboration initiatives established • Developed schedule of applicable professional development • All interview panels staffed by trained personnel • Assessment used for continuous quality improvement	2.A.16, 3.D.4

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
4	To the extent practical, include students on hiring committees.	• Seher Awan, President • Constituency Leadership • Associated Student Organization	In Progress	• Consult guidance provided by the California Community College Chancellor's Office on student participation in recruitments. (https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477 • Define and document the composition of all hiring committees by constituency • Identify which committees should have student representation • Develop and implement a system for identifying students to serve on hiring committees • Establish the required EEO training for students wishing to serve on committees • Identify and implement any other required training for hiring committee members	December 2021	• Guidance reviewed • Documented hiring committee composition by constituency • Committees identified • System implemented • Required training implemented for all hiring committee members, including students	3.A.11, 3.A.12
5	Continue working with consultant on human resources restructuring, including conducting a needs analysis of all positions including total cost of positions	• Seher Awan, President • Dan Hall, Vice President of Administrative Services • HR Restructuring Taskforce • Academic Senate • College Council	Completed	• ~~Identify and complete all required interviews with campus employees for plan~~ • ~~Complete needs analysis~~ • ~~Work with HR Consultant to complete the HR Restructuring Plan~~ • ~~Prioritize all needed vacancies to identify urgent rehires~~ • ~~Ensure alignment of restructuring with the SEMP and LASC Work Plan~~	August 2021	• Interviews completed • Needs analysis completed • Completed HR Restructuring Plan aligned with the SEMP and LASC Work Plan • Completed list of prioritized vacancies needed to support the college with SEMP	3.A.7, 3.A.9, 3.A.10, 3.D.1, 3.D.2, 3.D.4

AREA OF FOCUS:
C. Foundation Support (Developing a strategic fundraising plan for the Foundation to increase its fundraising capacity to support scholarships, innovation and institutional needs)

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
1	Develop and implement a Foundation Strategic Plan to maintain momentum and successes of President's Change Circle Initiative, community-building efforts, and program ties to businesses.	• Seher Awan, President	In Progress	• Use IEPI resources to develop and execute the Foundation Strategic Plan, to include the following elements, among many others: • President's Change Leaders infrastructure • Publication of the President's Change Leaders webpage • Continuing to develop relationships with the Alumni Association and grow engagement • Development of a retiree engagement opportunity	December 2021	• Foundation Strategic Plan developed, approved, and disseminated • President's Change Leaders launch and website • Alumni Association engagement enhanced • Retiree engagement program established	3.D.10, 3.D.14
2	Join and access resources from the Network of California Community College Foundations (NCCCF). www.ncccfweb.org	• Seher Awan, President	Completed	• Join the NCCCF	August 2021	• Membership to NCCCF	3.D.10, 3.D.14

AREA OF FOCUS:						
D. Professional Development (Development of a comprehensive program that provides sustainable professional development experience for all employees)						
Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
1 Seek a higher degree of engagement from classified staff in professional development and working with the 4CS, build leadership and engagement among Classified Professionals.	• Cassaundra Walker, AFT 1521A Chair • Chris Ozan, Local 99 Steward • Stephanie Burrus, Professional Growth Coordinator • Professional Development Committee • Seher Awan, President	In-Progress	• Host a classified summit to solicit input from all classified professionals regarding inclusion and engagement • Develop strategies collaboratively that can be embedded into the existing governance structure • Complete research to identify the 4CS models that best align with LASC needs • Develop and implement a classified professionals orientation • Assess outcomes and use findings to improve experiences • Include identified model within the professional development plan • Develop and implement leadership and engagement training for all classified professionals • Develop and implement recognition awards for classified professionals serving on committees	December 2021	• Successful Classified Summit held • Identified 4CS model • Feedback gathered and analyzed • Inclusion of the 4CS Model within the professional development plan • Documented strategies to increase engagement • Classified professionals new employee orientation launched • Increased engagement of Classified Professionals at college committees • Additional awards added into the employee recognition day event • Assessment used for continuous quality improvement	3.A.14

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Provide leadership professional development opportunities to all constituency groups by developing and implementing a comprehensive Professional Development Plan that aligns to strategic goals and initiatives and is updated annually. Conduct annual needs assessment for all employee groups	• Cassaundra Walker, AFT 1521A Chair • Stephanie Burrus, Professional Growth Coordinator • Professional Development Committee • Seher Awan, President • Constituency leadership • Academic Senate • College Council	In-Progress	• Solicit feedback through surveys, town halls, and interviews of the different constituency groups about the types of leadership professional development desired, and apply to design of opportunities • Align professional development opportunities with LASC mission, vision, and values • Identify and access allowable funding • Develop professional development schedule for each constituency group • Develop a roundtable discussion series for current and future leaders about succession planning • Review sample Professional Development Plans, select one that aligns with LASC needs; and modify as needed, ensuring alignment with the SEMP College mission, vision, and values • Apply a model for bringing together divergent activities and applying broader understanding to each community member's context. Utilize resources including 3CSN. • Utilize state-wide resources to leverage professional development training support and opportunities for distance education including California Virtual College (CVC-OEI) and ASCCC. • Utilize Higher Education Emergency Relief Funding (HEERF) (CARES Act III funds) for distance education and	June 2022	• Feedback received, analyzed, and applied • Review of other plans completed; model selected and adapted to LASC • Completed professional development plan aligned with College SEMP, mission, vision, and values • Professional development opportunities aligned with LASC mission, vision, and values • Allowable funding identified and accessed • Constituency-specific professional development scheduled • Roundtable discussion series established • Plan approved • Commence implementation of plan • Plan Implementation commenced • Assessment used for continuous quality improvement • 3CSN, CVC-OEI, ASCCC, and HEERF resources included in the professional development	3.A.14

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
				technology training as allowable • Obtain approval by Academic Senate and college council • Assess outcomes and use findings to improve experiences		plan, as appropriate and allowable	
3	Provide opportunities to celebrate and recognize Faculty and promote on-going academic excellence.	• Robert L Stewart Jr, Academic Senate President • Stephanie Burrus, Professional Growth Coordinator • Professional Development Committee • Lawrence Bradford, Vice President of Academic Affairs • Academic Deans	In-Progress	• Establish faculty recognition awards beginning spring 2021 • Academic Affairs Deans introduce new faculty (within their areas) at fall FLEX Day • Develop and implement a new Faculty Orientation • Enhance Newsletters with highlights of excellence and articles about faculty accomplishments	June 2022	• New faculty recognition awards embedded in the College culture • New faculty members introduced at Fall FLEX • New Faculty Orientation implemented • Highlights from faculty added to the weekly and monthly newsletter	3.A.14

IEPI Budget Breakdown

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. **Integrated Strategic Master Planning** (Development of an integrated strategic education master plan that includes Enrollment Management, Technology, Facilities, and Marketing with emphasis on Guided Pathways and Vision for Success)	1. Per recommendation from Cambridge West report, engage the college, especially faculty, in vision-setting that determines the array of educational programs for which LASC will be known. As part of this activity, determine the desired size of the college (FTES) and make the criteria understood and well known by all stakeholders. 7. Enhance marketing and public relations to reflect LASC's strong community relations.	• Vision Setting forums - $10,000 gift cards for participation • Intesa Market Research – Phase 1 - $50,000 • Business Showcase - $15,000 • Principals Breakfast - $15,000	$90,000
B. **Human Resources Restructure** (Assessing human resources infrastructure and staffing to provide recommendations on an infrastructure that supports LASC's strategic priorities and goals; best practices on embedding equity and diversity into hiring committees and processes)	5. Continue working with consultant on human resources restructuring, including conducting a needs analysis of all positions including total cost of positions	• HR Consultant to complete HR Restructuring Plan	$40,000
C. **Foundation Support** (Developing a strategic fundraising plan for the Foundation to increase its fundraising capacity to support scholarships, innovation and institutional needs)	2. Join and access resources from the Network of California Community College Foundations (NCCCF). www.ncccfweb.org	• Membership fee for NCCCF - $400 • NCCCF Training - $10,000	$10,400
D. **Professional Development** (Development of a comprehensive program that provides sustainable professional development experience for all employees)	1. Seek a higher degree of engagement from classified staff in professional development and working with the 4CS, build leadership and engagement among Classified Professionals. 2. Provide leadership professional development opportunities to all constituency groups by developing and implementing a comprehensive Professional Development Plan that aligns to strategic goals and initiatives and is updated annually. Conduct annual needs assessment for all employee groups	• Host Classified Summit - $5,000 • 4CS Virtual Classified Leadership Institute (10 spots/$250) • Survey and forums - $5,000 gift cards/food • Faculty and Facilitator Support to Develop Comprehensive Professional Development Plan - $47,100	$59,600
Total IEPI Resource Request (not to exceed $200,000 per college)			200,000

LASC's FY 2021-2026 Strategic Goals

LEGEND
Green – Immediately/Urgent
Blue – Hold
Yellow – Not Urgent
Gray – In Progress
Purple – Completed

SEMP Goal 1						
Increase Access to Educational Opportunities:						
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
1	Increase student enrollment by attracting students from our community and beyond	• Academic Affairs • Academic Council • Administrative Assistants • Counselors • Deans • Dual Enrollment Sub- Committee • Enrollment Management Committee • Guided Pathways Committee • Office of Institutional Effectiveness • Outreach and Recruitment Department • President's Office • Public Relations Office • Student Services Division • Vice Presidents	In-Progress	• Guided Pathways outreach on academic pathways & career/pay focus • Strong onboarding process clearly identified • Umoja, Puente, TRiO, CalWORKs, EOPS, CARE, DRC, specific outreach from program to students coordinated with Public Relations Office (PRO) • Increase recruitment of African American/Black males with unique marketing campaigns • Increase recruitment of credit Hispanic students ages 16-35 • Calling students each semester who have applied, but not registered to triage and encourage enrollment • Developing partnerships with Brotherhood Crusade, and other community partners to bolster Black/African American outreach • Developing partnerships with the County Gang Intervention Team, County Probation and Parole Office to promote a reentry • The Enrollment Management Committee		• Number of first-year students (LASC PS HC database) Increase to: 1,119 (+25%) • Number of first-year African American/Black male students (LASC PS HC database) Increase to: 161 (+25%)	1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

			should hold focus groups on how to increase recruitment with Black and Hispanic men			
			• Request support from City of Los Angeles Mayor's Office			
			• Request support from Office of Council Member District 8			
			• Implement and advertise the 2-year academic schedule			
			• Increase our attendance at the number of recruitment events for high schools and community requests			
			• Targeted marketing to parents			
			• Targeted marketing to Spanish speakers for both credit and non-credit programs			
			• Outreach team attending increased events with a calendar of events for the year			
			• Bolster outreach strategies for new and returning students, especially for those from marginalized populations, and enhance marketing and branding strategies that increase the recognition of LASC and its programs as premier in the community			
			• Counseling Awareness Day			
			• Counselor Lunch/Breakfasts			
			• Principals Breakfast			
			• Dual Enrollment Sub- Committee to focus on annual increases in dual enrollment access and growth			
			• Add Women's athletic program(s)			
			• Ensure detailed information is provided on the college's website on the employment/education opportunities the Pathways lead to			
			• Increased staffing for outreach and PRO			

			departments
			• Increase Dual Enrollment classes at local schools
			• Grow the College Promise Program
			• Begin outreach to the elementary schools to establish a college-going culture within the community from a young age
			• Strengthen partnerships between CTE programs and local businesses
			• WorkSource Center partnerships to assist displaced workers with re- training
			• Develop a Re-Entry program
			• Implement the PAAWS weekend/night program
			• Strengthen and promote transfer partnerships to increase student awareness

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Increase retention/persistence of LASC students	• Academic Council • Academic Senate • Admission & Records • Counseling Department • Deans • Faculty • Guided Pathways Committee • Professional Growth Coordinator • Registrar • Student Equity and Achievement- Program Advisory Committee • Student Success Center • Student Success Committee • Vice Presidents	In-Progress	• Implement strong first-year and second year onboarding process • Triage – wrap around services prior to each semester beginning • Revamping processes and services to ensure students are receiving basic needs. This effort will include a review of introductory and informative emails and videos to students as well as the promotion of community partnerships such as those with SHIELDS. • Increase awareness of classroom retention techniques for all modalities – processes documented and then implemented with due dates • Receive training and begin the use of early alert within LASC • Increase retention of African American/Black males – cohort model, Guided Pathways,		• Percentage of students retained from Fall to Spring (LASC PS HC database) Increase to: 75% (+41%) • Percentage of students retained from Fall to Fall (LASC PS HC database) Increase to: 60% (+42%) • Percentage of African America/Black male students retained from Fall to Spring (LASC PS HC	1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

				intrusive counseling		database) Increase to: 50% (+26%)	
				• Increase tutoring, learning assistance, and workshops and request faculty to develop consistent language for all syllabi with the tutoring resources on campus		• Percentage of African America/Black male students retained from Fall to Fall (LASC PS HC database) Increase to: 40% (+28%)	
				• Increase students' use of Cranium Café, invest in more professional development for response team, and build interventions into the student experience			
				• Increase and monitor completion of education plans by all students			
				• Engage in counselor open house for students to meet and interact with Counselors			
				• Increase awareness of Umoja, Puente, EOPS, and related student support programs			
				• Increase and strengthen Distance Education capacity/expertise/offerings			
				• Use data to improve student success with AB 705 implementation using pedagogy, mindset, and other instructional and non-instructional activities.			
				• Full implementation of Guided Pathways including but not limited to: ○ Create student success teams ○ Revised onboarding process ○ Implement early alert to support retention, ○ Implement the 2- year schedule ○ Create a cohort/student need model for schedule development			

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
3	Expand programs with growth potential in the labor market and transfer to 4-year institutions	• Academic Council • Community Partners • CTE Advisory Boards • Deans • Department Chairs • Dual Enrollment Coordinator • Dual Enrollment Sub- Committee • Transfer Center • Vice Presidents	In-Progress	• ~~Implement two-year academic schedule beginning FY 2021-2023~~ • Schedule and market the PAAWS program with CAPS focus • Leverage dual enrollment partners to expand potential growth programs • Ensure that all education plans allow a transfer option to support changing student needs • Enhance transfer partnerships and transfer events for LASC students • Collaborate with educational institutions, local businesses, and workforce organizations to ensure that degree and certificate programs are responsive to educational and market needs • Increase advisory committees and create a database with the community partners and their contact information • Increase job placement and career placement to promote careers with a livable wage • Work with the County of Los Angeles and City of Los Angeles to identify areas for new curriculum or enhanced curriculum to support rapid retraining and gaps in employment		• 100% of dual enrollment course offerings are degree or certificate applicable • Number of Women's Athletics Teams increase to: 3 (+200%) • 80% of participants state that they agree or strongly agree that classes offered during the evening and weekend meet my needs •	2.A.4, 2.A.5, 2.A.7, 2.A.10, 2.A.12, 2.A.13, 2.A.14, 2.A.16

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
4	Update the curriculum to meet the demands of 4-year institutions and local industry	• Academic Senate President • Articulation Officer • Curriculum Committee • Deans • Department Chairs • Professional Growth Committee • Transfer Center • Vice President, Academic Affairs	In-Progress	• Complete academic audit based on completions over the last five years and archive programs/disciplines/ and classes to identify programs with low completions • Use this data to archive programs that are no longer viable • Create and host annual curriculum redesign institutes through our Professional Growth Committee to redesign current curriculum • Work with our transfer partners to ensure seamless transfer process, curriculum • alignment, and opportunities for new transfer partnerships with new programs • Use AB 705 data and the two-year schedule to align required math and English courses with the student's major • Increase the number of programs for which Associate Degrees for Transfer are offered and archive AA/AS degrees where ADT's are offered		• 100% of degree and certificate programs are viable • Number of ADTs Increase to: 25 (+25%) • 100% of first-year students belong to a Career and Academic Pathway	2.A.1, 2.A.5, 2.A.6, 2.A.7, 2.A.10, 2.A.13, 2.A.14, 2.A.16
5	Expand work-based learning opportunities	• Academic Council • Academic Senate • Deans • Department Chairs • Faculty • Professional Growth Committee • Professional Growth Coordinator • Student Success Committee	In-Progress	• Increase internships and/or co-operative learning experiences • Establish a College Work Experience program • Expand Alumni Relations using the Alumni 360 software and launching the mentorship and job board functionality • Increase the use of students' group projects, such as work based learning • Establish service learning program		•	2.A.12, 2.A.13, 2.A.14, 2.A.16

SEMP Goal 2							
Continuously Innovate Premier Learning Environments:							
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
1	Make LASC a welcoming environment for all	• Academic Senate • Academic Senate President • Administrative Assistants • Administrators • Associated Students Organization • Associated Students Organization Advisors • Classified Managers • Department Chairs • Maintenance & Operations • Office of Institutional Effectiveness • Professional Growth Committee • Public Relations Office • Student Services Division • Union Leadership	In-Progress	• ~~Restructure the welcome emails to new and returning students sent at the beginning of each semester~~ • Provide in-person and or zoom support for students during the first week of school • Implement an in-person onboarding process to create a welcoming experience for students • Update the online student orientation to reflect the progress and changes of LASC • Provide triage and student support with SHIELDS prior to the beginning of each smst. • Strengthen student life on campus by increasing extra-curricular activities for students • Institute norms and values reflecting inclusion, diversity, and anti-racism (IDEA) throughout the college • Act on feedback from students (benchmarked surveys and through focus groups) • Engage in continuous quality improvement on an annual basis using data, focus groups, and student climate surveys • Expand office operational hours across the campus to provide support in the evenings and on weekends • Ensure targeted professional development for all employees in providing a safe learning environment, and by establishing a higher standard for customer service, and strengthening proven practices that advance diversity, equity and inclusion		• Student life on campus is better than last year? (SSS) 80% of participants state that they agree or strongly agree • LASC values inclusion, diversity, equity, and anti-racism? (CCS; SSS) 100% of participants state that they agree or strongly agree • The hours of operation throughout LASC are convenient to my schedule and allow me to receive timely campus services? (SSS) 100% of participants state that they agree or strongly agree	3.A.1, 3.A.7, 3.A.9, 3.A.10, 3.A.14

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Strengthen community and local industry engagement	• Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Classified Managers • CTE Advisory Boards • Department Chairs • Dual Enrollment Sub- Committee • Enrollment Management Committee	In-Progress	• Serve as an information hub and education pathway, and advance opportunities for collaboration with community and industry partners • Promote civic engagement with elected political officials/leadership • Establish a day or week of service to encourage LASC employees and students to give back to the community annually • Request support from City of Los Angeles Mayor's Office • Request support from the Office of Council Member District 8 • Connect with City Officials including the Mayors and City Council Members to create alignment and community support • Distribute annual report to community partners and members of our services area • Work with advisory boards to create workforce development programs that lead to careers and fill employment gaps		•	2.A.16, 3.D.4
3	Provide timely interventions to students	• Academic Senate • Categorical/Special Programs • Counseling Department • Deans • Department Chairs • Faculty • Student Equity and Achievement- Program Advisory Committee • Student Success Center • Vice President, Student Services	In-Progress	• Triage students during the onboarding process to provide interventions PRIOR to beginning classes • Implement the LACCD Early Alert System • Use technology to monitor student success and provide timely interventions in advance • Implement the LACCD Degree Audit report for LASC Students to track their progress within their education plan • Flag students during the onboarding triage process to allow for special attention to at- risk student populations		•	2.C.1, 2.C.2, 2.C.3

				• Assess AB 705 completion data every semester to complete continuous quality improvement and provide enhanced learning strategies and outcomes. • Build in required tutoring either with NetTutor or the Student Success Center within course syllabi			

SEMP Goal 3							
Increase Student Success and Eliminate Equity Gaps:							
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
1	Increase the completion of degrees and certificates	• Academic Council • Academic Senate • Classified Professionals • Counseling Department • Deans • Department Chairs • Faculty • Professional Growth Coordinator • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Learning Outcomes Committee • Student Services Division • Student Success Center • Student Success Committee	In-Progress	• Increase the cohort model of learning including the Promise Program and other special programs (e.g., PUENTE and UMOJA) • Create a second-year experience program • Ensure all students have a 6-semester education plan with regular semester-by-semester updates by counselors, to ensure progress to completion • Develop and implement a 2-year schedule for program completion • Complete the student triage process during onboarding to provide wrap-around services for academically underprepared students to succeed in "gateway courses" and receive assistance prior to experiencing difficulty within the courses • Ensure alignment of program learning outcomes with employment criteria • Ensure program learning outcomes are aligned with degree/certificate/transfer criteria • Explore and implement competency-based education where students advance based on their ability to master a skill or competency • Explore and implement Credit for Prior Learning • Instruction across programs (especially in program introductory courses); engaging students in active and applied learning, encouraging critical thinking, and solving meaningful problems • Faculty professional development: Develop discipline specific teaching strategies; Culturally		• Institution-Set Standard (ISS) Degree Goal (LASC PS Awards database) - ISS Annual Aspirational Goal: 700 • Institution-set Standard Certificate Goal (LASC PS Awards database) - ISS Aspirational Goal: 380 (+5%)	2.A.4, 2.A.5, 2.A.7, 2.A.10

				sensitive teaching practices, counseling specific training to deliver less varied advice to students; Trainings that focus on care culture • Implement student success teams to work across instructional and student service • departments to promote retention and intrusive support services • Assess AB 705 completion data every semester to complete continuous quality improvement and provide enhanced learning strategies and outcomes. • Build in required tutoring either with NetTutor or the Student Success Center within course syllabi • Require customer service training for all current and new employees of the College			

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
2	Increase the number of students transferring to 4-yr institutions	• Academic Council • Academic Senate • Articulation Officer • Categorical/Special Programs • Classified Professionals • Counseling Department • Curriculum Committee • Deans • Department Chairs • Faculty • Guided Pathways Committee • Professional Growth Coordinator • Registrar • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Learning Outcomes Committee • Student Success Center • Student Success Committee • Transfer Center • Vice President, Academic Affairs • Vice President, Student Services	In-Progress	• Increase services offered by the transfer center by providing more staffing and budget investment • Fully implement Guided Pathways to ensure transfer counseling is received by all students during their educational journey • Wrap-around services for academically underprepared students to successfully complete transfer level English courses by the end of their first year • Wrap-around services for academically underprepared students to successfully complete transfer level Math courses by the end of their first year • Provide a method for students to document their learning (beyond transcripts) for employers and universities through portfolios and other means (e.g., digital badges) • Explore and implement Competency Based Education • Explore and implement Credit for Prior Learning • Increase number of articulation agreements with private and out-of- state colleges/universities • Archive AA/AS degrees where ADT/AST degrees are being offered by LASC • During the onboarding process, encourage all students to pursue transfer degree opportunities • Host additional transfer fairs both during the day and on evening and weekends to expand the student opportunities for transfer		• Number of students who transfer (Cal-PASS Plus Student Success Metrics) - Increase to: 700 (+14%)	2.A.4, 2.A.5, 2.A.7, 2.A.10

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
3	Decrease time to completion	• Academic Council • Academic Senate • Articulation Officer • Classified Professionals • Counseling Department • Deans • Department Chairs • Faculty • Guided Pathways Committee • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Services Division • Student Success Center • Student Success Committee • Vice President, Academic Affairs • Vice President, Student Services	In-Progress	• Ensure every student has a comprehensive 6-semester education plan • Implement the two-year schedule to ensure that LASC is offering courses in the correct sequence for students to graduate • Fully implement guided pathways to ensure that students stay on all four pillars seamlessly during their campus experience • Implement the early alert system • Develop intervention plans for failing students • Promote the program mapper as a tool for students • Promote the PAAWS accelerated program Increase short-term class offerings including 5-week, 8-week, 10-week, and 14-week cohorts		• Average number of units accumulated by Associate Degree earners (Cal-PASS Plus Student Success Metrics) - Decrease to: 82 (-18%)	2.A.4, 2.A.5, 2.A.7, 2.A.10
4	Increase job placement rates in students' field of study	• Academic Council • Academic Senate • Career Center • Classified Professionals • Community Partners • Counseling Department • CTE Advisory Boards • Deans • Department Chairs • Faculty • Guided Pathways Committee • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Success Center	In-Progress	• Increase advisory boards to create curriculum and rapid retraining programs with employers that ensure job placement • Implement peer mentoring program • Fully implement guided pathways to ensure all incoming students are required to go through career exploration and select majors tied to careers with livable wages • Promote the program mapper as a career exploration tool • Provide a method for students to document their learning (beyond transcripts) for employers through portfolios and other means (e.g., digital badges) • Implement the degree audit system for LASC		• Percent of exiting career technical education (CTE) students' career and job placement rates in their field of study (Cal-PASS Plus Student Success Metrics) - Increase to: 80% (+19%)	2.A.12, 2.A.13, 2.A.14, 2.A.16

		Owners		Status	Activities		Dates		Measure of Progress	ACCJC Standard
		• Vice President, Academic Affairs			students • Increase community partnerships with employers to increase job placement and apprenticeship opportunities.					

	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
5	Reduce equity gaps across all of the above measures (completion, transfer, time to completion, and job placement rates)	• Academic Council • Academic Senate • Academic Senate President • Administrators • Admission & Records • Articulation Officer • Associated Students Organization • Associated Students Organization Advisors • Career Center • Categorical/Special Programs • Classified Professionals • Community Partners • Counseling Department • CTE Advisory Boards • Curriculum Committee • Department Chairs • Faculty • Guided Pathways Committee • Office of Institutional Effectiveness • Professional Growth Committee • Professional Growth Coordinator • Student Equity and Achievement-Program Advisory Committee • Student Learning Outcomes Committee • Student Success Center • Student Success Committee • Transfer Center	In-Progress	• Fully implement Guided Pathways to complete triage and address equity gaps prior to students beginning classes • Expand tutoring support and make tutoring required and intrusive in all syllabi • Implement the early alert system • Document and implement processes to provide timely interventions for students • Inclusion, diversity, equity, and anti-racism embedded in curriculum • Inclusion, diversity, equity, and anti-racism embedded in college culture • Addressing housing and Food insecurity • Promote adoption of Open Educational Resources (OER) • Promote Student Life activities, clubs, and programs • Identify and address achievement gaps not previously known • Implement implicit bias training for all employees • Implement SafeZone training for all employees • Have a visiting scholar support the college with ongoing equity-minded training		• Vision for Success (VfS) college identified measure on groups of students who are disproportionately impacted - 40% decrease in achievement gaps. (VfS target was set by the CCCCO)	2.A.4, 2.A.5, 2.A.7, 2.A.10

SEMP Goal 4						
Advance Organizational Effectiveness:						
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
1	Improve collaboration amongst all campus constituent groups and divisions	• Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Associated Students Organization Advisors • Classified Managers • College Council • Department Chairs • Professional Growth Committee • Public Relations Office • Union Leadership	In-Progress	• Promote reading the weekly and monthly newsletters as the main sources for campus updates • Encourage all departments to update their college websites regularly • Continue college-wide professional development through readings tied to personal development, communication, mindset work, and engagement • Continue the weekly President's campus forums (beyond COVID Pandemic) • Inclusion, diversity, equity, and anti-racism embedded in college culture. • Invite professional experts to help with addressing difficult and courageous conversations • Continue to implement the #lascALLin change model and complete professional development to enhance collaboration and engagement		• Do you agree or disagree with the following statement: Collaboration amongst all campus constituent groups and divisions have improved over the last year? (CCS) - 80% of participants state that they agree or strongly agree	1.A.3, 1.B.5, 3.D.2, 4.B.3
2	Memorializing and institutionalizing processes and procedures (align with District operations)	• Academic Senate/ Senate President • Administrators • Classified Managers • College Council • Department Chairs • Educational Service Center – Human Resources Division • President's Office • Professional Growth Committee • Program Review Committee • Union Leadership	In-Progress	• Develop onboarding process for all employees • Develop business process maps for campus processes/procedures aligned with district and board policies • Update the business process map annually • Ensure all departments are completing program reviews • Use the program review process to complete continuous quality improvement, identify gaps or process breakdowns, and provide timely interventions		• Onboarding documents are produced. • Process mapping documents are produced • Succession plan is produced	1.A.3, 1.B.9, 3.D.2, 3.D.4, 4.A.1, 4.A.3, 4.B.3

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
3	Campus-wide Professional Development	• Academic Senate • Academic Senate President • Administrators • Classified Managers • College Council • Department Chairs • Professional Growth Coordinator • Union Leadership	In-Progress	• #lascALLin change model and complete professional development to enhance collaboration and engagement • Continue college-wide professional development through readings tied to personal development, communication, mindset work, and engagement • Engage employees in training gap identification using evaluations and recurring meetings. • Use the district professional development resources and the college Professional Growth Committee to provide interventions for any employee skills gaps (skills/use in job) • Use the results of the Community College Survey of Student Engagement (CCSSE), or Survey of Entering Student Engagement (SENSE), or other validated/benchmarked instrument to create targeted professional development • Customer service, implicit bias, equity-mindedness, and SafeZone training for all employees		• Number of training sessions, workshops, or other related activities convened for faculty, staff, and administrators (Vision Resource Center Annual Report) - Increase to: 10 per semester (+43%)	3.A.14
4	Increase diversity and representation of LASC employees	• Academic Senate • Academic Senate President • Administrators • Classified Managers • College Council • Department Chairs • Educational Service Center – Human Resources Division • Professional Growth Coordinator • Union Leadership	In-Progress	• Require all hiring committee representatives to complete implicit bias and culturally competency training prior to beginning any hiring committees • Implement an employee mentorship program for all new employees • Attend the CCC Registry annual recruitment event to encourage diverse applicants to apply • Employee mentorship programs for those looking to promote • Strategic and intentional equity-minded		• The college values a diverse workforce with diverse perspectives and approaches to work? (CCS; SSS) - 100% of participants state that they agree or strongly agree • The college's hiring	3.A.14

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
				professional development that is continuous and engaging for all employees		practices promote Inclusion, Diversity, Equity, and Anti-racism? (CCS) - 100% of participants state that they agree or strongly agree	
5	Implement with necessary iteration, the LASC Workplan	• Academic Council • Academic Senate • Academic Senate President • Academic Technology Planning Committee • Accreditation Steering Committee • Administrators • Associated Students Organization • Budget Committee • Business Office – Senior Accountant • Campus Technology Planning Committee • Career Center • Chair of Chairs • Child Development Center Director • College Store Supervisor • CTE Faculty • Dean, Institutional Effectiveness • Department Chairs • Distance Education Coordinator • Dual Enrollment Coordinator • Dual Enrollment Faculty • Dual Enrollment Sub- Committee • Educational Service Center – Chief	In-Progress	• Complete and post monthly updates of the LASC Workplan in response to the Cambridge West Report.		• 100% of workplan activities are implemented and progress is shared with the campus each semester	1.A.3, 1.B.5, 3.D.2, 4.B.3

		Facilities Executive • Educational Service Center – Chief Financial Officer • Educational Service Center – Vice Chancellors • Enrollment Management Committee • Events and Venue Coordinator • Facilities Planning Committee • Financial Aid Director • Fiscal Recovery Taskforce • Guided Pathways Ambassadors • Outreach Coordinator • PAAWS Program • Professional Growth Committee • Professional Growth Coordinator • Public Relations Manager • Strategic Planning Committee • Student Services Division • Student Success Center • Union Leadership • Work Environment Committee				

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
6	Develop and sustain capacity of institutional effectiveness	• Academic Senate • Academic Senate President • Administrators • College Council • Guided Pathways Committee • Professional Growth Committee • Program Review Committee • Student Learning Outcomes Committee	In-Progress	• Ensure annual evaluation of all master plans, including visual displays of achievement made toward goals. • Ensure all program reviews are completed annually • Ensure all committees set annual goals, update their charges, and update their membership annually, filling vacancies as soon as possible • Ensure all committees complete annual self-evaluations and continuous quality improvement to ensure ongoing enhancements to institutional effectiveness • Ensure that the OIE is staffed with Research Analyst (minimum, or two) in order to meet campus demand for data/research in decision making • Assess college workflow, eliminating duplicative efforts as well as silos • Fully implement guided pathways		• 100% of SEMP goals are achieved, progress updated annually • Number of employees in Institutional Effectiveness Office - Increase to: 4	1.A.2, 1.A.4, 1.B.5, 2.C.2
7	Plan for post-COVID return to campus	• Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Classified Managers • Classified Professionals • College Council • Department Chairs • Director of College Facilities • Faculty • Incident Command System and District Emergency Operations Center • Public Relations Manager	In-Progress	• ~~Coordination of safe return to facilities~~ • Ensuring cleanliness and hygiene standards are met and enforced (sanitation of buildings, mask wearing, hand sanitizing stations, social distancing, etc.) • Determine programs/services which will continue online • Promote health and wellness services to students and employees (e.g., EAP) • ~~Purchase all required supplies and required PPE for all employees~~ • Assess requirements and progress monthly in alignment with the District EOC and LA County Department of Health		• The college coordinated a safe return Post-Pandemic? (CCS) - 90% of participants state that they agree or strongly agree • I feel safe working at LASC because of the COVID-19 precautions taken? (CCS) - 90% of participants state	3.B.1

		• Security Partner (TBD) • Union Leadership • Work Environment Committee			that they agree or strongly agree

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
SEMP Goal 5 **Sustain fiscal resource management and stewardship:**							
1	Maintain a balanced budget	• Academic Senate • Academic Senate President • Administrators • Budget Committee • Classified Managers • College Council • Department Chairs • Educational Service Center – Chief Financial Officer • Educational Service Center – Vice Chancellors • Fiscal Recovery Taskforce • Union Leadership	In-Progress	• Complete LASC structural budget changes within a participatory governance framework to create a long-term sustainable budget for LASC that can withstand exponentially increasing personnel costs and district-wide assessments • Develop annual FTEF and FTES goals at the division and department level to engage all stakeholders in the revenue generation process • Quarterly fiscal review with ESC • Quarterly fiscal review by Areas/Dept in collaboration with Administrative Services • Create an annual budget book for the college that shows all funds, costs, and other relevant data needed for a transparent understanding of the college's budget • Timeliness of Managers processing expenditures within year of allocation • Ensure all key vacancies within the Administrative Services Team are filled to provide sufficient support for college processes • Implement position control to • support the ongoing improvement of college operations • Improve the resource allocation processes to be integrated with District Strategic Plan, college strategic goals, student-centered funding formula, and restricted funding sources • Work collaboratively with the District Budget Committee to update the District funding model to appropriately allocate personnel costs		• Report out on monthly expenditures produced • 0 past due notices from vendor(s) • 0 open commitments • 100% of JVs completed	3.D.1, 3.D.2, 3.D.3, 3.D.5, 3.D.7, 3.D.10

				• to all colleges annually, including step and column increases • Continue to grow facility rental revenue • Explore and implement creative methods for increasing revenue • including a farmer's market, swap meet, used car sales lot, and community services to increase revenue generation			
	Objective	**Owners**	**Status**	**Activities**	**Dates**	**Measure of Progress**	**ACCJC Standard**
2	Enact the Financial Recovery Plan and achieve fiscally stability	• Administrators • Budget Committee • Classified Managers • Department Chairs	In-Progress	• Complete annual updates to the Financial Recovery Plan within the participatory governance framework • Ensure the Financial Recovery Plan continues to prioritize the student- centered funding formula, vision for success, and sustainability		• Total FTES Generated (LACCD Annual FTES Report) - Increase to: 5,000 (+10%) • Expenditures per FTES (LACCD Annual Final Budget Report) - TBD (Reorg Plan Needed) • WSCH/FTEF (LACCD Annual Data Book) - Increase to: 540 (+27%) • Average class size - Increase to: 34.0 (+20%)	3.D.1, 3.D.2, 3.D.3, 3.D.5, 3.D.7, 3.D.10
3	Strengthen integrated program review, planning, and resource allocation prioritization process	• Academic Senate • Administrators • Budget Committee • Classified Managers • Co-Chairs: • College Council • Budget Committee	In-Progress	• Integrate and document an annual budget development calendar/timeline including alignment with the restricted funding allocations (SEA-PAC & Perkins) • Ensure all programs and services on campus complete an annual program review • Ensure the Budget Committee uses program		• A revised handbook is produced	3.D.3, 3.D.4, 3.D.6, 3.D.10

				review to inform the allocation process			
	• Program Review Committee • Strategic Planning Committee			• Provide annual professional development on budget development, fund accounting, and budget manager best practices			

	Objective	Owners	Status	Activities	Dates	Measure of Progress	ACCJC Standard
4	Generate Revenue	• Academic Senate • Academic Senate President • Administrators • Budget Committee • College Council • Director of College Facilities • Events and Venue Coordinator • Work Environment Committee	In-Progress	• Increase capacity for grant writing and pursuit of additional funding streams • Growth of Community Services courses/programs • Start an Alumni Association • Continue to grow facility rental revenue including additional staffing to support growth • Explore and implement creative methods for increasing revenue including a farmer's market, swap meet, used car sales lot, and community services to increase revenue generation		• The total amount of revenue generated annually - Increase to: $1,387,460 (+50%)	3.B.2, 3.B.3, 3.D.10