G. Institutional Analysis

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

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

A. Mission

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

Evidence of Meeting the Standard
Los Angeles Southwest College's broad educational purpose to help students achieve their educational and career goals is clearly outlined in its Mission, Vision, and Values. The intended student population and the college's commitment to student learning and student achievement is identified throughout the mission as a diverse population that will be reached with an inclusive and accessible learning environment to support student needs. The mission identifies the types of degrees and certificates leading to academic, transfer and workforce preparation. LASC's Mission, Vision, and Values are published on the campus website (1A1-01).

LASC Mission Statement
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!

Analysis and Evaluation

The mission statement identifies the educational purpose, the intended student population, the degrees and credentials offered, and a commitment to student learning and achievement. The mission statement, vision, and values are easily accessed on the campus website and integrated within all planning documents. Additionally, the mission identifies the campus role as a partner within the community and acknowledges its commitment to student success, equity, anti-racism and inclusivity. The Mission Statement approval process from the local level to the district's Board of Trustees is documented in Standard I.A.4.

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

Evidence of Meeting the Standard

Los Angeles Southwest College uses multiple data points to determine how effectively it is accomplishing its mission. Aggregate and disaggregate data points, at district and campus levels, by department/discipline, course level, and student population are viewed and analyzed to direct institutional priorities in meeting the educational needs of our students.

At Los Angeles Southwest College the Strategic Education Master Plan (SEMP) serves as the college's guiding strategy on educational issues, including the development of other institutional plans, and it seeks to fulfil the college's mission and strategic goals through the implementation of its objectives. The SEMP was last updated in 2021 and its development was informed by the College Mission, results of surveys sent to students and college employees; campus forums with students, full-time and part-time faculty, classified professionals, administrators, and community partners from K-12 and the private sector; student achievement data; student enrollment data; labor market data; the California Community Colleges Chancellor's Office Vision for Success Plan and the Los Angeles Community Colleges District Strategic Plan (1A2-01). Progress on the SEMP and other institutional plans is assessed at the Strategic Planning Committee's (SPC) strategic planning retreat, which it hosts regularly. Examples of the assessment activities carried out during planning retreats are found in Standard I.B.1.

The use of data is also central to the college's Program Review process. Departments are asked to review data for their programs, aligned to the college's strategic education master plan goals and to develop objectives that prioritize their work in support of the educational needs of students and attainment of the mission (1A2-02). A comprehensive program review sets the priorities for a six-

year term and annual program reviews allow for regular assessment of a program's progress in support of the college mission and the educational needs of its students.

The College's Budget and Enrollment Summit is another example of data assessment directed toward setting goals and developing priorities for the coming year. The agenda for the March 2021 Summit directed participants to build a collective understanding of LASC's current and future budget climate and to engage in a meaningful, student-centered, equity-minded dialogue about the student-centered funding formula's integral tie with enrollment, retention, and student success. During the summit, participants reviewed data metrics on student enrollment and course success and retention rates disaggregated by age, gender, ethnicity, and high school/zip codes of origin. Breakout sessions challenged participants to be innovative while remaining sensitive to limited resources. Participants were then challenged to redirect campus conversations and committees to a solution-based approach to student success, retention, and outcomes (1A2-03).

Analysis and Evaluation

Data is integral to assessing the College's progress toward attaining its mission and enhancing processes that direct institutional priorities in meeting student educational needs. Program Review, Strategic Planning Retreats, and Budget and Enrollment Summits are examples of institutionalized processes that use data to assess progress toward meeting student educational needs at course, program, and institutional levels and to set new goals and priorities for the coming year(s).

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

Evidence of Meeting the Standard

Los Angeles Southwest College has institutionalized processes to ensure that its programs and services align with its mission. Within the Strategic Education Master Plan (SEMP) the Mission Statement, as well as the Vision, and Values are foundational to educational planning and development processes (1A2-01). Similarly, the LASC Integrated Planning Handbook identifies the mission statement as a benchmark for assessing institutional effectiveness and as the basis for the College's planning and decision-making (1B4-01). In addition, guidelines established by the Legislature in California Education Code 66010.4 informs the College's criteria for creating a course outline of record (COR) (1A3-01). For all programs of study, course objectives and student learning outcomes must be consistent with the college's mission and with guidelines established by the California Community Colleges Chancellor's Office (1A3-02).

The Program Review process also ensures that all programs and services support the college mission. Through comprehensive and annual program reviews, departments and programs analyze student achievement and student learning datasets, evaluate previous year goals and objectives, and refine/develop new objectives for the coming year. Decision-making about resource allocation is also guided by the mission through the Program Review process, connecting resources to allocations that support the mission. Resource requests for technology and facilities must connect to college wide planning goals, as described in the Resource Allocation Handbook (1B4-03) and must align with the college mission. Reviewing, prioritizing, and funding these programmatic initiatives and budget requests occurs in the LASC Budget Committee (1A3-03, 1A3-04).

Analysis and Evaluation

Los Angeles Southwest College aligns programs and services with the mission through integrated planning and decision-making processes. The mission remains a driving force when making decisions, planning, setting goals for student learning and achievement, and allocating resources as outlined in the Strategic Education Master Plan, Integrated Planning Handbook, Course and Program Approval Handbook, Resource Allocation Handbook, Program Review, and budget allocation processes.

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

Evidence of Meeting the Standard

The College's current mission statement, vision, and values were reviewed, updated, and approved by LASC's Strategic Planning Committee (1A4-01), Academic Senate and College Council (1A4-02 see pgs. 2-3 and 8), the LACCD Board of Trustees Institutional Effectiveness and Student Success Committee, and the LACCD's Board of Trustees (1A4-03) in 2020-2021. Previously, the mission statement was revised and approved in 2016 (1A4-04 see pg. 17) The new mission statement is widely published in, for example, the schedule of classes, college website, and institutional planning documents (1A4-05, 1A1-01, 1A4-06).

Analysis and Evaluation

The Mission Statement is periodically reviewed and updated, at least every five years with the revised Strategic Education Master Plan. Once updated, college committees and the governing board approve it. The approved mission, vision, and values are widely published in campus materials and on the college website.

Conclusions on Standard I.A: Mission

Los Angeles Southwest College demonstrates a strong commitment to its mission. The College mission is widely published, describes the college's broad institutional purpose, guides institutional priorities, decision-making, planning, and resource allocation, with a commitment to meet the educational needs of its student population and surrounding community.

Evidence List Standard I.A

Standard I.A.1
1A1-01_MissionStmnt

Standard I.A.2
1A2-01_20212026SEMP
1A2-02_CmpIPR&AnnlPRwData
1A2-03_2021BudgetEnrlSummit

Standard I.A.3
1A2-01_20212026SEMP
1B4-01_IntegratedPlanHndbk
1B4-03_ResourceAllocHandbk
1A3-01_English101xCOR
1A3-02_CCCCOProgCrseAprv
1A3-03_BudgetCommMinutes
1A3-04_Fa20PRRsrcReq

Standard I.A.4
1A1-01_MissionStmnt
1A4-01_SPCMinutes
1A4-02_AcadSenateCCMins
1A4-03_IESSBOTAprvlMission
1A4-04_MissionRevAprvl
1A4-05_PublicationMission
1A4-06_CollegeCatpg20

B. Assuring Academic Quality and Institutional Effectiveness

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

Evidence of Meeting the Standard
College Council is the primary governing body at LASC, and it oversees the work of various College Council Committees. Academic Senate is the representative body for faculty, and it oversees the work of various Academic Senate Committees. Collectively, the primary responsibility of those two leadership committees, and those committees under them, is to ensure that participatory governance is carried out throughout the campus and to review, evaluate and make recommendations to the President related to, but not limited to, academic matters and student outcomes. LASC's Participatory and Decision-Making Handbook details committee structures and their functions (4A1-01).

All College committees meet during the primary terms of a fiscal year. Their work begins by completing a Committee Operating Agreement (1B1-01) which details: membership; committee charge; communication and decision-making processes; meeting times, dates, and locations; and annual objectives that are aligned with the college's Mission, Strategic Education Master Plan goals, Fiscal Recovery Workplan goals, IEPI goals, and related planning documents as consolidated in the Comprehensive Work Plan (1B1-02). The workplan clearly defines and illustrates the closing of the loop/completion of planning. At the end of the fiscal year, committees are expected to complete a self-evaluation form (1B1-03) wherein their achievements and recommendations for improvement are documented.

In addition to regular committee work, the College regularly hosts Strategic Planning Retreats and related summits (1B1-04, 1B1-05), as needed to sustain a process of continuous improvement. Substantive and collegial dialog is also recurrent through weekly news updates for employees and students, and related communications (1B1-06).

Analysis and Evaluation
Regular, substantive, collegial dialog related to student achievement, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is carried out in college committees, via college summits, and through newsletters and email communications. At the institutional level, the SPC guides the strategic (long-range) and annual planning processes; oversees college planning, its implementation, and provides an on-going framework for development and monitoring of the college strategic and educational master planning efforts.

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

Evidence of Meeting the Standard
Course Learning Outcomes (CLOs) are defined in the Course Outline of Record (COR) in the college's reporting system: eLumen (1B2-01), the Student Learning Outcomes (SLOs) Committee SharePoint site (1B2-02) and are listed on all course syllabi (1B2-03). Program Learning Outcomes (PLOs) are found in the college's Program Mapper (1B2-04). The college Catalog also includes PLOs and Institutional Learning Outcomes (ILOs) (2021-2022LASCCatalog pgs. 20 and 106).

CLO assessments are housed in eLumen and occur every semester. Examples of course assessments as housed in eLumen can be viewed in the reports for Art 102, Communication Studies 101, English 101, and Theater 100, 110 (1B2-05). Learning outcome assessments are used to implement programmatic changes as needed. To facilitate this process, the college instituted a yearly Day of Dialogue during which departments and programs share and evaluate course level assessment outcomes with a goal to increase student equity and achievement. The results are posted to the SLO SharePoint and accessible to the campus community (1B2-06). In addition, to encourage an ongoing dialogue about learning outcomes, the College also instituted a monthly SLO Spotlight featured during Academic Senate. Each month throughout the year a different program is asked to share SLO assessment results and planned improvements with the Academic community during Academic Senate meetings. Recent examples include spotlights by the departments of English and Art (1B2-07, 1B2-08).

Service Area Outcomes, student and learning support services, include Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs). Assessment of SSOs and AUOs occurs through the Program Review Process (1B2-09). SLO assessment methods are previewed in the College's Integrated Planning Handbook Draft (1B4-01 see pg. 18).

Analysis and Evaluation
Course Learning Outcomes are clearly defined in the Course Outline of Record and included on all course syllabi. Program Learning outcomes are defined and posted in the Program Mapper and

college catalog. The college SLO committee is charged with defining and overseeing the assessment of student learning outcomes for all instructional programs and student and learning support services. Service Area Outcomes assessment is carried out during non-instructional program assessment of student services and administrative services, in Program Review.

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

Evidence of Meeting the Standard
The Strategic Planning Committee last assessed the appropriateness of the college's institution-set standards (ISS) for student achievement (first established in 2015) during the 2019-2020 academic year. During that assessment process, the committee considered the previous standards, the college mission, five years of student achievement data, and the then recently established Local Vision Goals. That assessment led to revised institution-set standards and the establishment of stretch goals (1B3-01), which were used to help develop the college's SEMP (1A2-01) during the 2020-2021 academic year.

As noted in I.B.1, the college hosts planning retreats where progress towards achievement of ISS aligned SEMP goals are assessed. Results of those assessments are published in the college's Annual Progress Report (1B3-02) and posted on the SPC SharePoint site (1B3-03). Additionally, datasets are prepared for evaluation in Program Review and include ISS and stretch goals (1B3-04); the college's data dashboards also allow users to compare department, subject, and course level outcomes against the ISS (1B3-05).

The college's institution-set standards and stretch goals are published in the college Fact Book (1B3-06), the SEMP, and the college's Office of Institutional Effectiveness website (1B3-07).

Analysis and Evaluation
The college established revised ISS and stretch goals in response to the analysis of how well it was achieving the strategic goals defined in the former Strategic Plan and Educational Master Plan (1B3-08), and to ensure alignment with the California Community College Chancellor's Office (CCCCO) Vision Goals. The new ISS were used to inform development of the SEMP, which aligns with the college Mission, the CCCCO Vision Goals, and the 2018-23 LACCD District Strategic Plan Goals (1B3-09).

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

Evidence of Meeting the Standard
The Integrated Planning Handbook (1B4-01) describes the college's six-year planning processes (including Program Review, Student Learning Outcomes assessment, and Resource Allocation) and its alignment to the college mission and SEMP goals. As part of the Program Review process, assessment data is provided to programs disaggregated by Ethnicity, Gender, and Age. The data include program enrollment trends, in-course success rates, and degree and certificate completions. The Program Review Handbook details the Program Review Process (1B4-02), the college's

resource allocation process is detailed in the college's Resource Allocation Handbook (1B4-03), and the student learning outcomes assessment cycle is previewed in the Integrated Planning Handbook Draft (1B4-01 pg. 18). These mechanisms rely on the use of assessment data for needs assessment, institutional planning, and resource allocation.

Assessment data (1B4-04) is also used in the development of additional college plans such as the LASC Enrollment Management Plan (1B4-05) and the regularly updated LASC Work Plan (1B4-06), which resulted from the Fiscal Recovery and Long-Term Sustainability Report (1B4-07) prepared by Cambridge West Partnership, LLC. Also, as noted in Standard I.B.3, the college has published data dashboards to facilitate the use of assessment data in decision making by college constituencies.

Analysis and Evaluation
The use of assessment data is the foundation of all college-level planning intended to support student learning and student achievement. The six-year planning cycle at LASC, in concurrence with the college Mission, directs the work of the college. Program Review, for example, organizes institutional practices at the department and program level. Course Learning Outcomes assessment, for instance, is used to help faculty discuss improvements and successes in the classroom, and the LASC Workplan operationalizes and integrates college goals and objectives established using assessment data.

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

Evidence of Meeting the Standard
Program Review at LASC begins with a process known as Comprehensive Program Review. During that process both instructional and non-instructional programs (student services, learning support services, and administrative services) establish objectives and develop a program plan that aligns with the college SEMP Goals to support student learning and achievement (1B5-01). The program plan includes: 1) the alignment of a program's mission to the college mission; 2) assessment of how well a program is achieving college objectives and goals based on quantitative data disaggregated by program type and delivery mode; 3) establishment of program objectives, program-set standards; mapping of SLOs, PLOs, and ILOs; request for resources to support student success and institutional effectiveness; 4) an assessment of the program's strengths, weaknesses, opportunities, and challenges. Through a process known as Annual Program Review, over the next five years, instructional and non-instructional programs assess how well they are achieving the established goals and objectives from the program plan, as well as the Student Learning Outcomes, and the institution-set standards (1B5-02).

A component of the comprehensive and annual program review process is the use of qualitative and quantitative program data disaggregated by program type and mode of delivery. Non-instructional programs make use of annual student satisfaction surveys, which include Student

Service Outcomes (SSOs) and Administrative Unit Outcomes (AUOs) (1B5-03). Instructional programs, as noted in Standard I.B.3, use quantitative data (1B3-04) to assess student achievement.

Analysis and Evaluation
The College's six-year planning cycle is aligned with the college mission and Program Review. Through that alignment the institution regularly assesses how well it is accomplishing its mission. The use of disaggregated qualitative and quantitative data during that process ensures the College assesses student achievement.

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

Evidence of Meeting the Standard
In addition to the college's six-year planning cycle, the college tracks and analyzes performance gaps by subpopulation of students through its 2019-2022 Student Equity Plan. In the equity plan the college analyzed disaggregated data and identified student groups that were disproportionately impacted in the following areas: enrollment in the Same Community College, Transfer to a Four-Year Institution, Attained the Vision Goal Completion Definition, Completion of Transfer-Level Math and English in the First Year, and Retention from Fall to Spring. Performance gaps are revealed through proportionality index or percentage point gap index analysis, and institution-set standards. The use of those metrics in the Student Equity Plan showed more commonality than disparity in performance on achievement measures amongst many of the subpopulations of students; thus, analysis of achievement by the subpopulations of students is also measured against the institution-set standards. The Student Equity Plan also includes strategies and/or activities to reduce the identified performance gaps, and a proposed budget to help the college abate performance gaps that disproportionately impact student groups (1B6-01). Progress on that plan is assessed annually (1B6-02). The SEMP, Local Vision Goals Alignment Plan (referenced in I.B.3) Student Equity Plan, and Enrollment Management Plan, (referenced in I.B.4), are also examples of how analysis leads to the development and implementation of strategies intended to reduce and/or eliminate performance gaps.

The college provides both dynamic and static data options for users. Reports prepared by the Office of Institutional Effectiveness along with the Data Book comprise most of the static data. Dynamic data is available via the college's data dashboards. The LASC Student Enrollments and Outcomes dashboards allows users to evaluate in-course success rates by gender, age, ethnicity, full and part-time enrollment status. Course grades can also be evaluated by the above-mentioned student groups. The LASC Awards Conferred dashboard allows for the disaggregation of program achievement data by gender, ethnicity, and award type. In-course success rates and in-course retention rates can be disaggregated by the above-mentioned student groups and by special programs (e.g., EOPS, Veterans, CalWORKs) and/or financial aid status, in other data dashboards (1B6-03).

Analysis and Evaluation

The college disaggregates learning outcomes and achievement data for subpopulations of students and analyzes that data to identify performance gaps, as in the Student Equity Plan.

The reallocation of human, fiscal, and related resources, when needed, is documented in the Student Equity Plan, Program Review, and through the resource allocation process. Evaluation of the efficacy of the implemented strategies occurs regularly through, for example, the Student Equity and Achievement Programs Annual Reports and the LASC Annual Progress Reports.

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

Evidence of Meeting the Standard

College Council and all Senate committees at LASC begin their annual work by completing a Committee Operating Agreement, a process that includes a review of procedures and practices (1B1-01). However, a review of procedures and practices is not always planned. For example, the work of the Distance Education Committee in response to the Covid-19 pandemic was instrumental in helping the college transition its instruction from in-person to a remote environment by evaluating the needs of both instructors and students (1B7-01). Another example is the work that the Academic Senate completed in June of 2020 when the committee approved a Course Cancellation process to assure the college's effectiveness in supporting academic quality and its mission (1B7-02). Other examples of this evaluation process include the Program Review Committee's current work with eLumen to improve Program Review, Curriculum development, and Assessment processes (1B7-03); the Budget Committee's recently approved Resource Allocation Handbook (1B4-03); LASC's recently adopted Participatory and Decision-Making Handbook (4A1-01); Program Viability and Discontinuance Process (1B7-04); the evaluation of curriculum related practices (1B7-05); and the self-evaluations carried out by committees at the end of the year (1B1-03). Non-Instructional Program Review (1B4-02) allows the college to evaluate its practices across areas such as Student Services, Administrative Services, and Student Learning Programs and Support Services (1B7-06, 2B1-04, 2C2-05).

Analysis and Evaluation

Board Policies and Administrative Procedures are regularly evaluated at the District level, as described in Standard IV.A.2. The college's participatory governance structure allows for regular evaluation of practices and procedures, across all areas of the institution through processes such as Program Review, and committee self-evaluation.

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

Evidence of Meeting the Standard

Los Angeles Southwest College employs various means to communicate the results of its assessment and evaluation activities to inform the institution of its strengths and weaknesses, and to set appropriate priorities. In addition to its online presence (1B8-01), which includes access to

licensure pass rate and disclosure websites; and the college's Office of Institutional Effectiveness' online sites, the college's Office of Public Relations publishes Weekly Newsletters (1B8-02) that communicate related assessment information. The college committees, however, are the primary conduits of assessment and evaluation activities. The Strategic Planning Committee, in particular, not only communicates the results of assessment and evaluation activities (1B8-03), the committee also leads the development of the college's Strategic and Education Master Plan, a guide used by the college's committees, task forces and workgroups, departments, programs, units, and the President's Office to set appropriate priorities (1B8-04).

Analysis and Evaluation
Decision-making and setting college priorities are broadly communicated to the campus and surrounding community via online sites, newsletters, committee discourse, task force and workgroup activities. Priorities are aligned to the college mission, district strategic goals, the CCCCO's Vision for Success goals, and the institution's Strategic and Education Master Plan.

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

Evidence of Meeting the Standard
Institutional planning and continuous, broad based, systematic evaluations are carried out by the Strategic Planning Committee whose charge is to guide the college's strategic long-range and short-term planning processes, its implementation, and to provide an on-going framework for development and monitoring of the college's strategic and educational master planning efforts (1B9-01). The SPC regularly hosts a planning retreat where evaluation of the college's planning efforts is carried out (1B1-04); broad based and systematic evaluation also occurs in the form of meetings such as the Budget and Enrollment Summit (1B9-02).

Integration of program review, planning, and resource allocation is described in the college's Integrated Planning Handbook (1B4-01). Los Angeles Southwest College has recently updated its planning documents including the Participatory and Decision-Making Handbook, Integrated Planning Handbook, Program Review Handbook, Resource Allocation Handbook, and other related planning documents. The 2020-2021 Academic Year marked the final year of the institution's current planning cycle and as a result committees have responded by reviewing, revising, and rewriting, if appropriate, notable planning documents.

Analysis and Evaluation
The college has established evaluation processes and engages in long-range and short-range planning via program review and its various planning documents to meet the institution's mission and for the improvement of institutional effectiveness and academic quality. The institutional plans currently under review and revision reflect the college's engagement in continuous, broad based, systematic evaluation and planning, as a result of the activities carried out by the college's

participatory governance bodies including committees, task force and work groups, and the constituencies serving the LASC student body and its surrounding community.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
Los Angeles Southwest College assures academic quality and institutional effectiveness through the use of data disaggregated by program type and mode of delivery. It communicates assessment and evaluation results, and when performance gaps are identified the college implements strategies to mitigate achievement gaps across all areas of the institution. Through collegial dialog and continuous systematic evaluation and planning, the college establishes institution-set standards for student achievement and organizes institutional processes to support student learning. Through the program review process and the use of quantitative and qualitative data, the college measures student outcomes, evaluates, plans, implements, and improves the quality of its educational programs and services by allocating resources where needed to achieve its mission.

Improvement Plan(s)
The College operates in a mode of continuous improvement. As the current cycle of assessment (1B9-03) comes to a close and the college prepares for the next assessment cycle (1B4-01) with improved planning, assessment and evaluation, and resource allocation processes to promote continued improvement of services in support of student learning and achievement, the college will ensure better alignment and improved assessment measures with Program Review, learning outcomes assessment, and resource allocation procedures. Over the last two years the Pandemic disrupted the college's ability to carry out its evaluation and assessment processes systematically; however, that period along with the accreditation review has also allowed the college to reflect on its processes and to introduce refreshed planning processes in Program Review, Learning Outcomes Assessment, and the resource allocation process. Comprehensive Program Review will mark the beginning of the new planning cycle and it will commence in fall 2022. LASC is resilient in its commitment to provide a student-centered and equitable learning environment designed to empower a diverse student population in achieving its academic and career goals.

Evidence List Standard I.B

Standard I.B.1
4A1-01_PartDecnMakHndbk
1B1-01_CommOpAgrmt
1B1-02_CompWorkPlan
1B1-03_CommSelfEval
1B1-04_StratPlanRetreat
1B1-05_RelatedSummits
1B1-06_SubstantiveComms

Standard I.B.2
1B4-01_IntegratedPlanHndbk
2021-2022LASCCatalog
1B2-01_CLOeLumenCOR
1B2-02_CLOSLOSharePoint
1B2-03_CLOSyllabus

1B2-04_PLOProgMapper
1B2-05_CLOAssessments
1B2-06_DayofDialogRpts
1B2-07_EFLSpotlight
1B2-08_A&HSpotlight
1B2-09_SSOAUOAssmnt

Standard I.B.3
1A2-01_20212026SEMP
1B3-01_InstitutionSetStd
1B3-02_AnnualProgressRpt
1B3-03_SPCSharePoint
1B3-04_ISSProgReviewData
1B3-05_ISSDashboardData
1B3-06_CollegeFactBook
1B3-07_OIEwebsite
1B3-08_StratPlanEdMstrPlan
1B3-09_LACCDDSP

Standard I.B.4
1B4-01_IntegratedPlanHndbk
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
1B4-04_EMPdataforEMC
1B4-05_EnrlMgmtPlan
1B4-06_WorkPlanUpdated
1B4-07_FsclRecLngTrmSusRpt

Standard I.B.5
1B3-04_ISSProgReviewData
1B5-01_CompProgRevReport
1B5-02_AnnualProgRev
1B5-03_StudSatSurveyData

Standard I.B.6
1B6-01_SEP
1B6-02_SEAAnnualReport
1B6-03_DisagDashboardData

Standard I.B.7
1B1-01_CommOpAgrmt
1B1-03_CommSelfEval
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
2B1-04_NIPRLibrarySL
2C2-05_CalWORKsNIPR

4A1-01_PartDecnMakHndbk
1B7-01_DECommitteeMins
1B7-02_CrseCnclProcess
1B7-03_eLumenSuccessPlan
1B7-04_ProgViabDiscProcess
1B7-05_CurricCommMins
1B7-06_NIPRReceiving

Standard I.B.8
1B8-01_OnlinePresence
1B8-02_WeeklyNewsLetters
1B8-03_SPCMinutes
1B8-04_CollegePriorities

Standard I.B.9
1B1-04_StratPlanRetreat
1B4-01_IntegratedPlanHndbk
1B9-01_SPCCharge
1B9-02_BudgetEnrlSummit
1B9-03_PartDecMakIntPlanHdbk

C. Institutional Integrity

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

Evidence of Meeting the Standard
The College assures the clarity, accuracy, and integrity of information provided to students and the public in a variety of ways:

Mission and Vision Statements: The College's Mission Statement is available on its website under "About LASC" and in the website footer (1A1-01) as well as included in the College Catalog (2021-2022LASCCatalog pg. 20) and Class Schedule (Summer2022ClassSchedule see pg. 5).

Educational programs and learning outcomes: The College provides clear and accurate information on its educational programs and learning outcomes through its website as well as the Catalog and Program Mapper (1C1-01, 2021-2022LASCCatalog see pg. 95, 1C1-02, 1C1-03). Student learning outcomes also appear on the college's SharePoint pages and course outlines and syllabi (1B2-02, 1B2-03). The Office of Academic Affairs produces updates and reviews the College Catalog annually and the Class Schedule each semester for accuracy. All webpages were reviewed for accuracy by vice presidents, deans and department chairs in late 2019 and early 2020

to correspond with the redesign of the college's website. The website is reviewed and updated annually by the Public Relations Manager in partnership with the deans, department chairs, and program managers (1C1-04).

Student Support Services: Student support services are easily located on the campus home page under "Services and Support." This site provides students with links to accurate and detailed information on student support and programs such as CalWORKs, CARE, Career Pathways and Job Center, GAIN, Disabled Students Program Services, Extended Opportunity Program and Services (EOP&S), and Counseling among others. The Financial Aid Office and Library Services home pages are examples of revised and updated web pages to provide students with easy access and clear, accurate information (1C1-05, 1C1-06).

Accurate Information about Accreditation Status: LASC communicates its accreditation status to students and the public on the College website's accreditation page under "About LASC," and via a link at the bottom of the homepage which complies with the "one click" rule from the homepage (1B8-01 see pg. 1). Accreditation status is also published in the College Catalog, and in the Class Schedule (2021-2022LASCCatalog see pg. 5; Summer2022ClassSchedule see pg. 4). The status statement includes the Commission's address, telephone number and web address. Staff review these documents annually for accuracy. The accreditation web page includes information for programmatic accreditation about how students can file complaints. The accreditation web page also provides access to related documentation from 2012 to the present, including, but not limited to, the following: 2019 Midterm Report (1C1-07), 2016 Certificate of Accreditation (1C1-08), Congratulatory Letter from ACCJC (1C1-09), and the College's ACCJC Annual Reports (1C1-10).

Analysis and Evaluation
LASC conveys accurate and pertinent information to students and the public regarding the College's mission statement, educational programs, student support services, and accreditation status.

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

Evidence of Meeting the Standard
Los Angeles Southwest College provides an online catalog for students and prospective students with precise, accurate and current information. The catalog is published annually and includes information regarding District and College policies, procedures, and regulations. To ensure accuracy of the College Catalog, the Office of Academic Affairs annually produces, updates, reviews for accuracy, and republishes the Catalog. The Office of Academic Affairs incorporates all reported changes into the next version of the College Catalog. Additionally, when the College updates its practices, the Office of Academic Affairs updates the appropriate sections of the College Catalog (1C2-01).

Analysis and Evaluation

Los Angeles Southwest College provides an online catalog to students and prospective students that presents accurate and current information for all ACCJC Catalog Requirements. The College's catalog is reviewed and updated annually by vice presidents, deans, department chairs, and program managers. Changes to the catalog are coordinated through the Office of Academic Affairs, updated and published via the campus website.

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

Evidence of Meeting the Standard

Los Angeles Southwest College makes documented assessment of student learning and achievement publicly accessible via the Student Learning Outcomes, Program Review, and the Office of Institutional Effectiveness websites.

The Office of Institutional Effectiveness regularly analyzes and communicates the results of student achievement data. Research staff incorporate trends and analyses, for example, into the College Fact Book, reports, institutional plans, Program Review, and LASC Data Dashboards accessible through the Office of Institutional Effectiveness web page and SharePoint site (1B3-07, 1B8-01 see pg. 6).

Examples of these documents include the following:
- Institutional Plans (1A2-01, 1B3-08)
- Committee Reports (1B3-01)
- Program Review Data (1B3-04)
- Annual Progress Reports (1B3-02)
- Office of Institutional Effectiveness Data Dashboard (1B3-05, 1B6-03)
- Daily Enrollment Reports (1C3-01)
- College Fact Book (1B3-06)

Analysis and Evaluation

The College documents assessments of student learning and evaluation of student achievement, and the information is publicly accessible on the College website.

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

Evidence of Meeting the Standard

Departmental/Program websites, the online catalog, and the Program Mapper are the College's primary tools for disseminating information about certificates and degrees.

Each degree and certificate offered by the College is described in detail in the catalog and on departmental and program websites. Information about their purpose, content, course requirements, and expected learning outcomes are included (2021-2022LASCCatalog see pgs.

102-135). An example is the description of the Associate of Science for Transfer (AST) degree in Mathematics on the departmental website (1C4-01).

In addition, the Program Mapper, accessible from the Programs banner on the College home page, displays degree requirements along with a semester-by-semester course schedule for students to follow and information on potential career pathways and salaries. The Program Mapper informed by the College's newly instituted two-year schedule clearly outlines degree and certificate pathways and guarantees students the courses, in the correct sequence, needed to complete their degree or certificate in a timely manner (1C1-02, 1C4-02).

Analysis and Evaluation
All certificates and degrees are described clearly and accurately in the college catalog and on the college website in terms of their purpose, content, course requirements, and expected learning outcomes. The College's Program Mapper provides clear pathways to guide students to degree and certificate completion.

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

Evidence of Meeting the Standard
Institutional Policies and Procedures: The District recently transitioned its Board Rules and Administrative Regulations to the Community College League model for Board Policies and Administrative Procedures as addressed in Standard IV.

At the local level, the participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of LASC's mission, programs, and services. The review of procedures is carried out by the College Council and Academic Senate at LASC, the primary governing bodies.

Recent examples of this review process include the following:
- Program Viability and Discontinuance Process (1B7-04)
- Revision of the College Mission Statement (1A4-03)
- Development of the Course Cancellation Process and Timeline (1B7-02)
- Integrated Planning handbook, Program Review Handbook, Resource Allocation Handbook (1B4-01, 1B4-02, 1B4-03)

In addition, participatory governance committees complete and submit a yearly self-evaluation form to either College Council or Academic Senate depending on their primary governing body (1B1-03).

Publications:
Campus website redesign in 2019/2020 and annual updates: The college underwent a complete website overhaul and redesign to create a more modern, mobile-friendly, as well as ADA compliant site. The entire campus community was enlisted to vet and revise the information for accuracy (1C1-04).

Catalog Review: Under the direction of the office of Academic Affairs, the college catalog undergoes an annual review for accuracy of information and is updated with the latest program offerings (1C2-01).

Analysis and Evaluation
The College's participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of LASC's mission, programs, and services.

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

Evidence of Meeting the Standard
Current and prospective students can access detailed information about the total cost of education through a number of resources available on the College website.

Fee schedule in Schedule of Classes & Catalog: Both the college catalog and the schedule of classes have a complete breakdown of the common tuition and enrollment dues each student is expected to pay each semester and intersession for both resident and non-resident students (1C6-01, 1C6-02). The class schedule and college catalog are both accessible online via the college website.

Bookstore website: The website for the college bookstore lists the textbooks and other materials required in each course. To ensure the accuracy of book prices, selection & availability, instructors are asked to submit textbook requisitions before each term. Since the onset of the COVID-19 pandemic all bookstore operations have shifted to online sales (1C6-03).

Nursing cost list: Programs such as Nursing publish their required costs necessary to complete the program (1C6-04).

Los Angeles Southwest College Net Price Calculator: On the college website under financial aid's "Paying for College" page the net price calculator provides an estimated cost of attendance including tuition, books, and supplies and instructions for applying for student aid (1C6-05). The Business Office webpage also outlines the various student fees (1C6-06).

Zero-cost textbook classes: To reduce the cost of books to students, LASC offers classes that are designated as "Zero-cost textbook classes" and posts these classes on the college website (1C6-07).

Analysis and Evaluation
The college reports its associated tuition and program costs in an accurate manner for students to make informed decisions about educational costs.

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

Evidence of Meeting the Standard
The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Policy 4030 affirms the Board of Trustees' commitment to academic freedom and recognizes "that academic freedom ensures a faculty's right to teach and the student's right to learn" (1C7-01 see pg. 61).

A statement on educational philosophy and academic freedom is included in the College Catalog (2021-2022LASCCatalog see pg. 19 and pg. 61). Specifically, Los Angeles Southwest College affirms that "faculty and administrators will maintain an environment in which there is freedom to learn." Article 4 of the Los Angeles Faculty Guild, Local 1521 contract also includes a statement on academic freedom and is available on the Los Angeles Community College District website (1C7-02 see pg. 5).

Analysis and Evaluation
Governing Board policies on academic freedom and responsibility are both used and published.

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

Evidence of Meeting the Standard
Los Angeles Southwest College follows LACCD Board Policy 5500 which sets standards of conduct that include student behavior and academic honesty and the consequences for academic dishonesty in line with California Education Codes, Sections 66300 and 66301 (1C8-01). BP 5500 requires that the "Conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff, or visitor."

Standards of Student Conduct and the Student Discipline Process are published in the College Catalog and on the College website which are accessible to students, employees, and the general public (2021-2022LASCCatalog see pgs. 61-65, 1C8-02). Additionally, the District's Student Code of Conduct/Academic Honesty policies are published in the Faculty Handbook, (1C8-03 see pgs. 14-15), and, per Administrative Procedure 4221, on all course syllabi (1C8-04, 1B2-03).

Analysis and Evaluation
Los Angeles Southwest College follows and publishes the policies and procedures set forth by the LACCD Board promoting honesty, responsibility, and academic integrity. These policies cover all constituencies and include expectations for student behavior, academic honesty, and the consequences for dishonesty.

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

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

These expectations are codified in District Board Policies:
- Board Policy 1200 identifies the District's Mission and Core Values to provide its students with Access and Opportunity, Excellence and Innovation, Equity, and Free Inquiry through instruction and the campus community (1C9-01).
- Board Policy 4030 on Academic Freedom "recognizes the essential function of education to probe received opinions and offer a framework to teach, learn, and research that guarantees students the freedom of learning." BP 4030 also states that "The right to academic freedom, however, cannot be separated from the equally important responsibility, which each individual has, to uphold the district's professional ethics policies for faculty, administrators, and staff; and in the case of students, to abide by the District's Standards of Student Conduct" (1C7-01).

In addition to the District policies, the LASC Faculty Handbook references Article 4 of the AFT contract: "Faculty shall have the academic freedom to seek truth and guarantee freedom of learning to the students" (1C8-03 see pg.14) as well as the Academic Senate adopted a Faculty Code of Ethics that also underscores "intellectual integrity" and "the academic freedom of students" (3A13-08). As part of the faculty evaluation process as outlined in the faculty collective bargaining agreement, students have an opportunity to participate in the evaluation of a faculty member. This opportunity allows students to express any concerns they may have about the faculty member's professionalism, objectiveness, fairness, or any other traits the students would like to express (1C9-02).

Analysis and Evaluation
The District, College, and AFT have clear policies and procedures that outline for faculty the importance of distinguishing between their personal convictions and professionally accepted views in a discipline.

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

Evidence of Meeting the Standard
Los Angeles Southwest College is recognized as a public institution of higher education and as such, is precluded from requiring conformity with specific beliefs or world views. The College does, however, adhere to LACCD Board Policies and Administrative Procedures.

All employees of LACCD are expected to conform to specific codes of conduct and ethical standards that are clearly indicated in the following Board Policies and Administrative Procedures:

- BP 3410 Nondiscrimination (1C10-01)
- BP 3420 Equal Opportunity Employment (1C10-02)
- BP 4030 Academic Freedom (1C7-01)
- BP/AP 5140 Disabled Students Programs and Services (1C10-03)
- BP 5500 Standards of Student Conduct (1C8-01)

These policies and procedures are available on the district website and are referenced in a variety campus documents including the following:

LACCD Employee Handbook: The Classified Employee Handbook published by the LACCD Personnel Commission provides the steps for employee discipline that may include violations of the standards for conduct. The handbook is posted on the LACCD website and the information can be found under the Standards of Conduct section (1C10-04 see pg. 38).

Faculty Handbook: The LASC Faculty Handbook, in addition to College and District guidelines, policies, and procedures, includes information on Standards of Student Conduct, Academic Freedom, and student discipline (1C8-03)

LASC College Catalog and Website: Los Angeles Southwest College gives its students clear and specific codes of conduct. This information can be found in the College Catalog (2021-2022LASCCatalog see pg. 61) and on the College website under "Life at LASC." Faculty responsibilities are included in the Student Code of Conduct (1C8-02).

Analysis and Evaluation
Los Angeles Southwest College does not require conformity to specific beliefs or world views. The College does, however, expect employees and students to follow LACCD codes of conduct. Codes of conduct for faculty and students are published in the College Catalog, College website, Employee Handbooks, and on the District's website.

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

Evidence of Meeting the Standard
The College does not offer curricula in foreign locations to non-U.S. Students.

Analysis and Evaluation
Not Applicable

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

Evidence of Meeting the Standard
LASC is in full compliance with all ACCJC accreditation requirements.

The College has fully complied with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements as evidenced most recently by the 2019-20 Mid-Term Report (1C1-07), the 2017 Accreditation Follow-Up Report ([1C12-01](#)), and the 2016 Institutional Self-Evaluation Report ([1C12-02](#)).

Previous recommendations from the Commission have been addressed in a timely manner and were verified as compliant by the visiting team as documented by the 2020 Mid-Term report Acceptance Letter ([1C12-03](#)), and the 2018 ACCJC Action Letter ([1C12-04](#)).

The College regularly and accurately discloses on its website ([1B8-01](#)) and in its catalog ([2021-2022LASCCatalog](#) see pg. 5) all required information about the College's accredited status. Substantive change requirements are current, and the College responds to annual ACCJC reporting requirements within the specified timeframe.

Analysis and Evaluation
The College complies with all requirements established by the Commission, including those regarding public disclosure, institutional reporting, site visits, and prior approval of substantive change. The College responds to required reports by the due dates and all information regarding accreditation status and relationships with the accrediting association is disclosed and available to the College and the public.

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

Evidence of Meeting the Standard
The College is committed to remaining in compliance with state and federal regulations and statutes and to remaining in good standing with external agencies.

- The College describes itself in consistent terms to all its accrediting agencies and communicates updates in accreditation status to the Commission, students, and the public and is accessible through the "Accreditation" link on the College's public website home page ([1B8-01](#)) and in the College catalog ([2021-2022LASCCatalog](#) see pg. 5).
- Several of the College's programs work closely with outside licensing and certification organizations, such as the California Board of Registered Nursing (BRN) and the Health and Safety Code ([1C13-01](#)), the Los Angeles Police Department ([1C13-02](#)), and the Los

Angeles/Orange Counties Building and Construction Trades Council for HireLAX Apprenticeship Readiness Programs (1C13-03). Approval status for the Nursing & Allied Health programs are included on the College website (1C13-04).

- The College's Financial Aid Office cooperates with the U.S. Department of Education to comply with Title IV regulations (1C13-05).

Analysis and Evaluation
The College consistently demonstrates honesty and integrity in its compliance with all regulations and statutes and in its relationships with a variety of external agencies. These include, but are not limited to the CCCCO, ACCJC, BRN, LAPD, Los Angeles/Orange Counties Buildings and Construction Trades Council, and the U.S. Department of Education. The College describes itself in consistent terms on its website and in correspondence to all its accrediting agencies through accreditation reports, and within the College catalog, all of which are available for Commission, student, and public view.

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

Evidence of Meeting the Standard
Los Angeles Southwest College is a publicly funded institution and does not generate financial returns for investors nor contribute to any financial organizations. The College has a clearly articulated mission statement, which describes the primary reason for the College's existence:

In honor of its founding history, Los Angeles Southwest College 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.*

This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the College offers. The mission statement is paramount to all other objectives. The College's commitment to its educational mission is further reinforced in the goals and objectives of the College's 2021-2026 Strategic Education Master Plan (1A2-01).

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

Conclusions on Standard I.C: Institutional Integrity
Los Angeles Southwest College has established policies, procedures and practices that promote honesty, responsibility, and academic integrity. The College provides clear, accurate, and

accessible information for students, staff, and the public, and systematic processes to ensure accurate information regarding programs, degrees, and certificates, including purpose, content, course requirements and learning outcomes.

The District and College regularly review policies and procedures underscoring academic quality, honesty, and integrity, including those that establish Academic Freedom as a principal component to the institution's educational mission. The college establishes clear expectations regarding ethical, responsible, and academically honest behavior among faculty, staff, and students, along with the consequences for violating codes of conduct. The college informs current and prospective students of the total cost of education and regularly reviews and revises relevant information.

The College complies with all ACCJC requirements and reporting deadlines and makes Accreditation information available to the public. Since the last comprehensive visit in 2016, all reports have been submitted on time and have received approval. The College interacts similarly with all external agencies with which it works and complies with all regulations and statutes.

Evidence List Standard I.C

Standard I.C.1
2021-2022LASCCatalog
Summer2022ClassSchedule
1A1-01_MissionStmnt
1B2-02_CLOSLOSharePoint
1B2-03_CLOSyllabus
1B8-01_OnlinePresence
1C1-01_AcademicPrograms
1C1-02_ProgramMapper
1C1-03_StudentServcsPrograms
1C1-04_WebsiteReviewRequest
1C1-05_FinAidUpdatedWebPage
1C1-06_LibSrvUpdatedWebPage
1C1-07_ACCJCMidtermReport
1C1-08_AccreditationCert
1C1-09_ACCJCCngrtLtr
1C1-10_ACCJCAnnualReport

Standard I.C.2
1C2-01_CatalogUpdateEmail

Standard I.C.3
1A2-01_20212026SEMP
1B3-01_InstitutionSetStd
1B3-02_AnnualProgressRpt
1B3-04_ISSProgReviewData
1B3-05_ISSDashboardData

1B3-06_CollegeFactBook
1B3-07_OIEwebsite
1B3-08_StratPlanEdMstrPlan
1B6-03_DisagDashboardData
1B8-01_OnlinePresence
1C3-01_DailyEnrlRaeports

Standard I.C.4
2021-2022LASCCatalog
1C1-02_ProgramMapper
1C4-01_Mathematics(AST)
1C4-02_TwoYearSchedule

Standard I.C.5
1A4-03_IESSBOTAprvlMission
1B1-03_CommSelfEval
1B4-01_IntegratedPlanHndbk
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
1B7-02_CrseCnclProcess
1B7-04_ProgViabDiscProcess
1C2-01_CatalogUpdateEmail
1C1-04_WebsiteReviewRequest

Standard I.C.6
1C6-01_EnrlFeePlcyResNonres
1C6-02_EnrlFeesWorksheet
1C6-03_CampusBookstore
1C6-04_RNProgCost
1C6-05_NetPriceCalculator
1C6-06_BusOfficeStdntFees
1C6-07_ZeroCostTextbook

Standard I.C.7
2021-2022LASCCatalog
1C7-01_BP4030
1C7-02_AFTCBA

Standard I.C.8
2021-2022LASCCatalog
1B2-03_CLOSyllabus
1C8-01_BP5500
1C8-02_StudentCodeConduct
1C8-03_FacultyHandbook

1C8-04_AP4221

Standard I.C.9
1C7-01_BP4030
1C8-03_FacultyHandbook
3A13-08_FacultyEthics
1C9-01_BP1200
1C9-02_StudEvalForms

Standard I.C.10
2021-2022LASCCatalog
1C7-01_BP4030
1C8-01_BP5500
1C8-02_StudentCodeConduct
1C8-03_FacultyHandbook
1C10-01_BP3410
1C10-02_BP3420
1C10-03_BP5140AP5140
1C10-04_ClsfdEmpHndbk

Standard I.C.11
Not Applicable to College

Standard I.C.12
2021-2022LASCCatalog
1B8-01_OnlinePresence
1C1-07_ACCJCMidtermReport
1C12-01_ACCJCFollowUpRpt
1C12-02_ACCJCSelfEvalReport
1C12-03_ACCJCAcceptLetter
1C12-04_ACCJCActionLetter

Standard I.C.13
2021-2022LASCCatalog
1B8-01_OnlinePresence
1C13-01_BRNApproval
1C13-02_LAPDLASCPrtnrCert
1C13-03_CommunityPrtnrshp
1C13-04_NursingProgAprvl
1C13-05_BP5130

Standard I.C.14
1A2-01_20212026SEMP