



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Los Angeles Southwest College

1600 W Imperial Hwy, Los Angeles, CA 90047

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on 10/3/22

Diana Z. Rodriguez
Team Chair

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Los Angeles Southwest College

Peer Review Team Roster

Team ISER Review

October 3, 2022

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Summary of Team ISER Review

INSTITUTION: Los Angeles Southwest College

DATE OF TEAM ISER REVIEW: 10.3.22

TEAM CHAIR: Diana Z. Rodriguez

A ten member accreditation peer review team conducted Team ISER Review of Los Angeles Southwest College on October 3, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022, and held a pre-review meeting with the college CEO on August 31, 2022. The entire peer review team received team training provided by staff from ACCJC on September 1, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in [add dates] Fall 2021.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team would like to know more about how the college uses assessment and evaluation information to enhance institutional effectiveness & strategic planning and drive resource allocation.</p>
<p>Standards or Policies: I.B.2, I.B.8, I.B.9</p>
<p>Description:</p> <ol style="list-style-type: none">The team saw evidence of evaluative practices, including program review, student learning outcomes assessment, and evaluation of strategic enrollment management plan.The team would like to know more about how the college uses evaluation information to enhance institutional effectiveness and set priorities as well as strategically plan and drive resource allocation decisions.
<p>Topics of discussion during interviews:</p> <ol style="list-style-type: none">Use of SLO assessment results and program review information in decision-making and resource allocationHow the institution uses SLO assessment results and program review information to set prioritiesStatus of the draft Integrated Planning Handbook and its implementation
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">Updated/Finalized draft of Integrated Planning Handbook (if any changes since draft included in ISER, please summarize changes related to prioritization and decision-making processes if applicable)Documentation of how budget assumptions and resource allocations are decided (e.g., Minutes from College Budget Committee)Any other documentation that would show how results of evaluative processes are used to set priorities and make resource allocation decisions
<p>Request for Observations/Interviews:</p> <ol style="list-style-type: none">Chair/chairs of SLO Committee (including a faculty member if not one of the chairs)Chair/chairs of Program Review CommitteeChair/chairs of College Budget CommitteeChair/chairs of College Strategic Planning CommitteeChair/chairs of College Council



Institutional
Effectiveness

To: LASC ISER Review Team
From: Alfred Gallegos (ALO) & Jeff Bohn (Faculty Accreditation Co-Chair)
Date: January 11, 2023
Re: LASC Core Inquiry Response

Los Angeles Southwest College is dedicated to achieving its Mission. The accreditation process has allowed the college to reflect on its institutional practices and operations, and their alignment with the college mission. Areas where the college identified opportunities for improvement were in its planning, assessment and evaluation, and resource allocation processes. This evaluation led the college and its participatory governance committees to both review and revise critical planning documents to achieve a more integrated and focused planning process.

In this communication the college includes additional documentation and related information to address the core inquiry and assist the visiting team prior to their site visit on March 6, 2023.

Additional Information/Evidence

a. Updated/Finalized draft of Integrated Planning Handbook

The Integrated Planning Handbook (IPH) was approved by the Strategic Planning Committee, Academic Senate, and College Council at the end of the Fall 2022 term. Those committees will reconvene in Spring 2023 when minutes from the fall terms showing approval of the IPH will be reviewed and approved. In the interim, drafts of the minutes, where available, are included.

- LASC's Integrated Planning Handbook
- Approval documentation

b. Documentation of how budget assumptions and resource allocations are decided

Information related to budget assumptions and resource allocation decision making was previously provided in the College's response to the visiting team's initial inquiries and is included here for the team's review.

- I.A.3 Inquiry
- LASC_IIID-FinancePlanResourceAllocBudget_InquiryResponse

c. Any other documentation that would show how results of evaluative processes are used to set priorities and make resource allocation decisions

The college's initial response to the visiting team's inquiry regarding I.B.9 shows how the college uses its evaluative processes to set priorities and delegate responsibilities aligned with resource allocation decisions.

- I.B.9 Inquiry

Attachment(s): LASC_Integrated_Planning_Handbook_Final; IPH_Approval_Documentation; LASC_IA3_InquiryResponse; LASC_IIID-FinancePlanResourceAllocBudget_InquiryResponse; LASC_IB9_InquiryResponse

