Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.   Instructional Programs

1. **All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Los Angeles Southwest College offers educational programs in fields of study consistent with the institution's mission. As indicated in the college catalog and program webpages, program descriptions align with the College mission "to [provide] 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..." All programs have identified program learning outcomes (PLO's) which are also included in both the catalog and the department/discipline webpages (2A1-01, 1C1-01).

As new programs are developed the college assures they are appropriate to higher education by utilizing the Curriculum process, which follows LACCD Board Policy 4020 and Administrative Procedures 4020 and 4023 which require all College programs to explain how proposed programs align with the College's mission and to provide students with the knowledge and preparation necessary to earn certificates and degrees, transfer to a four-year institution, and obtain employment (4A4-01, 4A4-02, 4A4-04, 2A1-02). The Curriculum process also requires the submission and approval of Distance Education addendums to promote course compliance with Title V requirements and Student Learning Outcome addendums to promote course compliance with ASCCC resolutions and to ensure all courses are appropriate to higher education (2A1-03, 2A1-04). Additionally, the Program Review process as outlined in Standards I.A and I.B stipulates that all programs annually review achievement data to measure progress toward meeting Strategic Goals and Institutional Set Standards as established by the Strategic Planning Committee and aligned with the institution's mission. These long-term Strategic Goals are reviewed and revised regularly as part of the Strategic Education Master Plan. Institutional-Set Standards are also reviewed regularly by the Strategic Planning Committee. Student Achievement data for all degrees and certificates are included in Program Review and can be accessed through the Office of

Institutional Effectiveness on the College website and SharePoint, as noted in Standards I.B.3, I.B.4, I.B.5, and I.B.6.

Los Angeles Southwest College does not offer correspondence courses.

Analysis and Evaluation
All Los Angeles Southwest College courses and programs are appropriate to higher education and align with the College's mission. Each educational program, regardless of delivery mode, culminates in student attainment of learning outcomes identified by program faculty and the attainment of a degree or certificate leading to employment or transfer to other higher education programs.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard
Los Angeles Southwest College's full-time faculty, in collaboration with part-time and adjunct faculty, work to ensure that all courses, programs, and methods of instruction meet accepted standards and expectations both in curricular process and program review. LACCD Administrative Procedure 4022 requires every course to have a Course Outline of Record (COR) (4A4-03). The development and approval of the COR is the purview of the faculty-led Curriculum Committee. The Curriculum Committee ensures that new courses under review (as represented by their COR) meet professional standards in their content, rigor, and methods of instruction. As new courses are being developed, the Curriculum Committee thoroughly reviews the content and all instructional elements (2A2-01). The Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor's Office approve all Course Outlines of Record (CORs) to ensure consistency in content and methods of instruction.

The program review process is another means by which the College continuously strives to improve instructional courses and programs. The most current annual program review occurred in Spring 2021. The last comprehensive program review, which is completed every six years, occurred in Fall 2017. Program reviews, completed by program faculty, include analyses of trends in enrollment, class size, demographics, facilities, staffing, and student achievement. The analysis of data is used to create objectives for the coming year to improve teaching and learning strategies, and to promote student success as evidenced in the Instructional Program Reviews for the Ethnic Studies and Theater transfer degrees. In the Ethnic Studies IPR objectives promoting equitable student access and success are tied to expanding course theoretical underpinnings and pedagogical practices, while in the Theater IPR objectives are tied to resource needs to promote equitable student access and success (2A2-02, 2A2-03). All instructional programs, including Career Technical Education (CTE) programs, complete the same program review document. Take for example the Vocational Education Building and Trades IPR (2A2-04).

To ensure consistency of instruction across all modalities, Distance Education addendums (2A1-03) are required for all courses taught in online or hybrid formats as part of the Curriculum approval process. The DE committee also requires the department chair or designee to review all DE courses every semester by completing a Regular and Effective Contact Review Checklist for each course. The purpose of these checklists is to ensure that all DE courses meet expectations for effective online teaching methods and regular and substantive interactions between faculty and students (2A2-05).

The Distance Education and Professional Growth committees also offer learning opportunities as another method for continuous improvement in teaching and learning strategies, course content and program currency. Each semester these committees offer the campus community multiple workshops to promote innovation and equity. Recent workshops have included Gender Equality, Unearthing Racism and Nurturing Equity, Virtual Engagement Strategies, and more (2A2-06, 2A2-07, 2A2-08, 2A2-09).

Analysis and Evaluation

Faculty propose and determine the appropriateness of all course outlines and evaluate the effectiveness of instruction though program review using data from the Office of Institutional Effectiveness. Academic departments develop plans to use results of program review and SLOs to improve instruction through changes in curricula and means of delivery. In addition, professional development activities are offered every semester to promote innovative teaching and learning strategies.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

Los Angeles Southwest College curriculum process ensures that all LASC courses, programs, certificates, and degrees have established learning outcomes. All Course Outlines of Record (COR) contain course level Student Learning Outcomes and are mapped to Program and Institutional Learning Outcomes as part of the Curriculum approval process and documented on SLO addendums (2A13-04, 2A1-04).

The assessment of course learning outcomes occurs in eLumen every semester (1B2-07, 1B2-05), with the assessment of Program Learning Outcomes (PLO) tied to course success rates as part of the program review process. As described in Standard II.A.11, the college first aligned Program Learning Outcomes to Course Learning Outcomes during the Comprehensive Program Review of 2017. Questions fourteen through twenty in the annual program review ask programs to review course success rate data, number of degrees and certificates awarded, actions taken to increase student success rates, and the results of those actions as compared to program set standards. Results of those assessments are then used to make program improvements, as evidenced in the annual program reviews for Computer Science and Political Science (2A3-01, 2A3-02). Beginning with

Fall 2022, the Comprehensive program review will correlate assessment of student achievement with PLOs through its alignment with course learning outcomes. Revised Program Review questions will foreground PLO assessment (2A3-03).

In addition, the Faculty Handbook and Administrative Procedure 4221 direct faculty to include student learning outcomes on course syllabi across all disciplines and to provide students with a course syllabus during the first week of class (2A3-04, 1C8-04, 2A3-05). Similarly, program learning outcomes are found in the College's Program Mapper (2A13-01, 2A13-02) and college catalog (2021-2022LASCCatalog see pgs. 104-128).

Analysis and Evaluation
The College has clearly outlined processes for approving and assessing learning outcomes for courses, programs, certificates and degrees. The Curriculum Committee ensures that all Course Outlines include learning outcomes. The Faculty Handbook informs faculty that SLOs must appear on all syllabi, and AP 4221 requires that students in every class section receive course syllabi that include officially approved learning outcomes.

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard
Los Angeles Southwest College offers both pre-collegiate and college-level courses. The College offers pre-collegiate courses in English, mathematics, ESL, and Basic Skills. Students are informed about the distinction between pre-collegiate and college-level courses in the college catalog through its degree requirements and course descriptions (2A4-01). The course outline of record also distinguishes pre-collegiate from college level courses, as shown in sections III, Relationship to College Programs, and IV, Articulation Information, as evidenced in the mathematics COR (2A2-01 see pgs. 31-32). Beginning Fall 2022, in line with AB 705 and AB 1705, the English department will no longer offer pre-collegiate coursework; however, basic skills courses will still be offered through noncredit.

Since 2017, the English and Mathematics departments have worked extensively to comply with AB 705 and prepare for implementation dates: Fall 2019 for English and math and Fall 2021 for ESL. Based on a student's high school GPA three levels of recommendations are made to entering students to maximize their potential to successfully complete transfer level math and English courses in their first year. These recommendations may include corequisite support courses depending on a student's high school GPA as outlined on the math and English Placement Logic Trees (2A4-02, 2A4-03). In addition to sending these recommendations to students during the admissions process, the placement logic trees are posted on the campus website and published in the campus catalog and schedule. The College Catalog (2021-2022LASCCatalog see pgs. 12-17) and campus website also provide an overview of AB705, informing students who provide placement data to enroll in transfer level math and English with or without the support services listed in the placement message. Counselors meet with the students to review placement recommendations in a new student advising session, individually, or online (2A4-04).

For ESL, AB 705 requires colleges maximize the probability that a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years. At LASC all ESL courses are noncredit; however, the College offers two credit ESL courses to assist Noncredit ESL students to transition into credit and transfer-level coursework. ESL 008 is an optional pre-transfer level course to prepare students for transfer-level English 101 and ESL 010 is an optional corequisite English 101 support course. The course sequence is outlined on the NC ESL to credit transfer-level English 101 Pathway. To optimize successful course completion and transition, self-identified ESL students may take an optional placement evaluation through CASAS and are encouraged to meet with a counselor as part of the enrollment process (2A4-05).

The College continues to offer non-credit classes that are below collegiate level to support student learning. Many noncredit classes are developed as part of Noncredit Adult and Continuing Education Services Pathways designed to meet community needs and to prepare students to enroll in college level coursework, CTE programs, and enter the workforce. All courses, including noncredit, need approval from both the Curriculum Committee and the Academic Senate (2A4-06).

In addition to corequisite support options and noncredit basic skills courses, the College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through the Student Success Center, which offers supplemental instruction through, both online and in-person, workshops and tutoring (2A4-07).

Analysis and Evaluation
Los Angeles Southwest College's catalog information clearly delineates whether a course is pre-collegiate or college-level. In response to AB705 the college offers a range of support services and co-requisite recommendations to assist students to successfully complete transfer level coursework in English and math. In addition, the College offers pre-collegiate level courses that fall under the Basic Skills designation. These courses are offered as credit and noncredit courses and range from math, English, ESL, and tutoring and can be found in the college catalog. The College directly supports students in gaining the knowledge and skills necessary to matriculate into transfer level math and English, from noncredit to credit courses, and from pre-collegiate and basic skills level courses to degree/certificate applicable and transfer-level courses.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard
The College's degrees and programs follow practices common to American higher education, as addressed in Board Policy 4020 (4A4-01) and Administrative Procedure 4023 (4A4-04). These policies and procedures, pursuant to California Community Chancellor's Office Title V regulations, establish guidelines for the development and approval of new educational programs and options, specifically, program planning and development, program criteria, appropriateness to the mission, need, quality, feasibility, credit hours, and compliance. Administrative Procedure

4023 addresses program development and approval, specifically local and District-level standards and procedures.

In line with these policies and procedures, LASC ensures that the minimum degree requirements are 60 semester credits or equivalent at the associate degree level. Administrative Procedure 4100 speaks to the requirements to achieve an Associate Degree, specifically the requirement of a minimum of 60 units of course credit to achieve an associate degree; the scholarship requirement of achieving a cumulative grade point average of "C' (2.0) or better in all degree applicable coursework; math and English competency for graduation requirement; residency requirements; general education requirements; catalog rights; double counting of coursework; Associate Degrees for transfer and local Associate Degrees; and additional and concurrent Associate Degrees (DIVC7-11).

The College Catalog and Program Mapper provide students with the proper course sequence necessary to complete a certificate, degree, or transfer in a timely manner (2A5-01, 2A5-02).

Analysis and Evaluation
Academic standards at LASC are clearly aligned with common practices in higher education and ensure that degrees awarded meet the minimum 60-unit requirement. The College follows practices common to institutions of higher education in the development and approval of its educational programs to ensure appropriate length, rigor, and units earned for degrees awarded.

6. **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

Evidence of Meeting the Standard
Through collaboration between department chairs, academic deans, and the Enrollment Management Committee, the College schedules courses in a manner that allows students to complete certificate and degree programs within a time-period consistent with established expectations in higher education, generally one year for a certificate and two years for a degree.
The Enrollment Management Plan establishes four goals and implementation strategies to increase student retention and completion, increase support throughout the student journey, increase data/research capacity to support decision making in regard to enrollment management initiatives/activities, and strengthen students' knowledge of careers and career readiness curriculum, career counseling, and Career Center support (2A6-01, 2A6-02).

To further promote clear degree pathways and increase degree completions, every department produces a two-year schedule that projects which classes will be offered in the forthcoming semesters. The Program Mapper, developed within the Guided Pathways framework, aligns with the two-year schedule, allowing students to view their program of study semester by semester with the goal of increasing degree or certificate completion within a timely manner (2A5-02, 1C4-02). In honoring the two-year commitment to increase degree completions, LASC allows advanced courses needed to complete a degree within two-years to run with lower enrollment (2A6-03, 2A6-04).

Analysis and Evaluation
Los Angeles Southwest College schedules all degree and certificate courses in a manner that enables all students to complete their program within a reasonable timeframe. The complex task of course scheduling requires the focused attention of department faculty, chairs, deans, and the Vice President of Academic Affairs informed by data from our Office of Institutional Effectiveness. All academic programs must list the semester-by-semester sequence of all courses needed for degree or certificate completion within the two-year schedule and Program Mapper. The College's Enrollment Management Plan includes activities and implementation strategies to increase student retention and completion.

7. **The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

Evidence of Meeting the Standard
Delivery Modes: LASC offers classes through a variety of delivery modes, including face-to-face, online, and hybrid classes, and in many formats, including full-semester, short-term, and weekend courses to ensure equitable access and student success (2A7-01). All courses and programs, including those for distance education are subject to curriculum review and approval to ensure all course objectives are met regardless of modality (2A7-02, 2A1-03). In line with the range of delivery modes offered at LASC, course syllabi address a range of modalities (2A7-03).

The DE checklist for Hybrid and online courses has become a valuable resource for faculty in support of equity and success for all students, ensuring regular and effective contact between students and faculty. Department chairs and members of the DE committee complete checklists each term for all online and hybrid courses (2A7-04, 2A2-05). As part of the new course approval process, section 13 on the Course Outline of Record (COR) asks initiators "to explain how diversity (e.g., cultural, gender, etc.,) is infused into the course" (2A7-05 see pg. 7). In addition, as a response to the COVID-19 pandemic a Memorandum of Understanding was reached between the LACCD and the American Federation of Teachers College Guild Local 1521 to move all coursework online and authorize all faculty to temporarily teach in online modalities, depending on level of certification to support students' in completing coursework during the spring and fall 2020 semesters (2A7-06). Extensive training in Learning Management Systems is regularly offered to assist faculty unfamiliar with online platforms (2A7-07).

Teaching Methodologies: Through Professional Development, LASC promotes innovative and equity-minded teaching methodologies and support for faculty. Full-time faculty members have 33 hours of "flex" time annually to devote to professional development. Part-time faculty members have flex hours as well, determined by their teaching load. The purpose of "flex" is to provide faculty with professional development activities that enhance institutional programs and services and further student learning. Faculty are informed of Professional Development Opportunities on a weekly basis (2A7-08). These opportunities include ongoing teaching series (2A2-08, 2A2-09).

Learning Support Services and Programs: The College also offers learning support services that reflect the diverse and changing needs of its students. In keeping with the College's mission to "empower a diverse student population" the College has learning support services and programs

such as the Student Success Center with Tutoring and Supplemental Workshops, the Career Center, the Library, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOP&S/CARE), Disabled Student Programs and Services (DSP&S), STEM and TRiO to address the needs of all students, including students who are economically and educationally disadvantaged or may have a physical or learning disability. Support Services can also be accessed through the "Student Support Hub" in Canvas, the College's learning management system (2A4-07, 2A7-09, 2A7-10).

Development of new support services and programs also occurs through the program review process at LASC. Data is provided to each program every year for its annual planning. Based on an analysis of student achievement data, an evaluation of the department/program is completed, and areas for improvement are identified. The faculty develop program goals to address those areas of improvement and use that data to develop improvement activities/strategies to address the changing needs of, and provide equitable support for, students. This process is evidenced in the department of Mathematics' annual program review and the creation of a support course to strengthen students' ability to successfully complete transfer level math courses in their first year of enrollment (2A7-11 see pg.4). Another resource to develop learning support services is the annual Student Equity and Achievement Program (SEAP) funding request process. This process allows departments and programs the opportunity to develop new support services to promote equity as evidenced by the English department's request to expand the embedded tutoring program in response to AB705 and program review assessment data (2A7-12). The SEAP funding process has also expanded to include requests for initiatives to incentivize all students to pursue Associate Degrees for Transfer. In example, the English Department's ADT funding request which, among several proposed activities, includes the development of a new bridge course for transfer students (2A7-13 see pg. 4).

Analysis and Evaluation
The College continually provides comprehensive faculty professional development with an equity focused lens for both in-person instruction and distance education. This equity focus also extends to the College's offering of comprehensive learning support services both in-person and online. In response to its understanding of students' diverse needs and learning styles, and in alignment with district policies and procedures, the College supports the effective use of a variety of delivery modes and teaching methodologies.

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard
California Assembly Bill 705 (AB 705) requires all California community colleges to increase the chances that a student will enter and complete college-level English and/or math within one academic year. In response, LASC moved to reduce barriers to access for students by eliminating placement exams for math, English, and Reading, and implementing a process of multiple measures by which students would work with counselors or self-select the appropriate course in which to register (2A4-04). With these changes department-wide exams have continued to be a useful assessment tool to reflect on teaching methodologies.

English Department-Wide Examinations: The English department's final measurement of student achievement in its English 101 courses begins with a departmentally agreed-upon rubric; the rubric is based on skills competencies outlined in the course outline of record (COR) objectives and learning outcomes. Each semester department faculty (both full-time and part-time) develop a final exam based on a selection of readings focused on a current issue. These materials, along with a study guide, are distributed to English 101 students the week before finals.

Post-exam, department faculty members meet for a norming session to share and grade student writing using the agreed-upon rubric. The purpose of the norming session is to facilitate both full-time and part-time faculty's shared aims for learning outcomes and commonality for grading. Each instructor is free to use this shared grading as a guide for the final course grades. The result is a process that enhances reliability and minimizes test biases due to a continuous scrutiny of the process and review of course content and teaching methodologies (2A8-01, 2A8-02).

Mathematics Department-Wide Examinations: Prior to 2019, the Mathematics Department had a common final examination for Math 115 to assess student learning of course objectives and outcomes as specified in the course outlines. Full-time and part-time math faculty members convene each semester to review student performance data on the common final examinations, discuss specific problems on the actual exam, and recommend changes in question structure and content or wording within questions.

Student performance in the class and faculty experiences with challenging areas of content serve as the impetus to any change in an examination question and teaching methodologies. Specifically, faculty review student performance on the final exam considering how the content was taught, the scope and sequence of that content, and potential student challenges of grasping the concepts. This scrutiny of the process enhances reliability and minimizes test biases.

Upon faculty agreement, changes to specific question(s) are made and re-tested the following semester and/or teaching methodologies. To support consistency across all sections, a study guide aligned with course content and outcomes and a grading rubric are produced and updated. Any change in the common final results in a change in the study guide and grading rubric (2A8-03, 2A8-04). The math department wide examinations were discontinued during the pandemic.

Nursing Program Entrance Exam Preparation: Transfer students applying to the Nursing Program must pass the ATI-TEAS at or above 62%. Students who do not meet the cut scores will have 6-months to one year to remediate and re-take the exam. Those not meeting the cut score for the second time will not be eligible for entry into the nursing program. To promote equitable access to the Nursing program, a non-credit course is offered to prepare students to take the ATI-TEAS exam (2A8-05). The Nursing Program also offers information sessions and ATI TEAS exam resources to help students prepare (2A8-06 see pg. 30, 2A8-07).

Credit by Examination: Los Angeles Southwest College's Credit by Examination practices and policies are in accordance with LACCD Board Policy 4235, Administrative Procedure 4235, and published in the college catalog (2A8-08, 2A8-09, 2A8-10).

Analysis and Evaluation

The English and math departments' final examination processes minimize test biases. Both exams measure student progress toward achieving course learning outcomes. The norming sessions align instructors' standards to the rubric, and this sets a common standard, minimizing bias. In addition, to promote equal access to the Nursing program, the College offers a non-credit course and additional resources to prepare students for the ATI-TEAS exam. The procedure for Credit by Examination is published in the college catalog in accordance with BP and AP 4235 (2A8-08, 2A8-09).

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Los Angeles Southwest College awards course credit based on student attainment of learning outcomes, which are documented for each course and program offered by the college. Institution, Program, and Course level learning outcomes are posted on the campus website and printed in the college catalog, as demonstrated in Standard I.B.2. All Course Outlines of Record (CORs) include student learning outcomes (SLOs) as part of the curriculum development process as well as course learning objectives. COR content aligns with the course SLOs both of which must be met in order for the student to receive course credit (2A2-01). To ensure that the achievement of stated learning outcomes is the basis for awarding course credit as well as degrees and certificates, assessment follows a cycle that includes SLO assessment at the course level (1B4-01 see SLO Assessment Cycle pg. 18). To further align successful course completion with the attainment of learning outcomes, course level student learning outcomes are also included on all course syllabi (2A7-03).

In accordance with Board Policy 4100 and Administrative Procedure 4100, students must complete 60 units minimum, meet the scholarship requirement of a 2.0 or higher grade point average in all work, achieve a grade of "C" or better in the program's major requirements, complete a competency requirement in math and English, and a complete a minimum of 18 units of general education. Certificates are also awarded in accordance with BP/AP4100, with the same scholarship requirements (2A9-01, DIVC7-11). In addition, Board Policy and Administrative Policy 4025 outlines the philosophy and criteria for the associate degree and general education requirements (2A9-02), while Board Policy 4020 establishes that programs are designated as either "credit hour" or "clock hour" and are consistent with federal regulations (4A4-01). Finally, only symbols in the grading scale, as outlined in the college catalog, can be used to grade all courses offered in the fulfillment of degree or certificate requirements (2A9-03).

Analysis and Evaluation

Course objectives are aligned with course learning outcomes. Student grades correlate with their demonstration of the learning articulated in course learning outcomes. The College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Los Angeles Southwest College and the District make available to students clearly stated transfer-of-credit policies. The LACCD Administrative Procedure 4051ensures that all colleges within the LACCD will accept degree-applicable coursework completed at other colleges for the purpose of an Associate Degree in general education. Students may inquire about their course equivalencies from other institutions at the Admission Office or the Counseling Office. Administrative Procedure 4051 also ensures that all colleges within the LACCD provide a process for granting Associate Degree credit for course work completed at institutions of higher education outside the United States, which are deemed comparable or equivalent to the first two years of college education (2A10-01). Board Policy 4050 and accompanying Administrative Procedure 4050 establish procedures for maintaining articulation agreements and transfer programs with public and private collegiate institutions including transfer and general education plans with both the University of California and California State University systems (2A10-02). Detailed information regarding course articulations between colleges and the evaluation of foreign transcripts is available on the College website (2A10-03).

Certifies Comparable Learning Outcomes: In accepting transfer credits to fulfill degree requirements, LASC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The College maintains articulation agreements within California and out of state senior institutions through ASSIST (2A10-04) to ensure that the colleges' expected learning outcomes and rigor for transferred courses (courses which may serve as a pre/co-requisite for a program or degree) be equivalent to a general education course, meet a core certificate or degree requirements, and are comparable to the learning outcomes at the College (2A10-05). In addition, Associate of Arts (AA-T) and Associate of Science (AS-T) transfer degrees are comparable to the University of California and California State University systems with pathways clearly outlined in the Program Mapper (2A10-06).

The LASC Counseling Department makes transfer information and services readily available on its website and offers transfer events, workshops, and other learning opportunities to promote and assist with the transfer process (2A10-07).

Analysis and Evaluation

Los Angeles Southwest College has clearly stated transfer-of-credit policies and procedures that support students transferring between institutions. The College accepts articulated courses for degree eligibility and as part of the requirements for graduation. The College maintains articulation agreements with California and out of state senior institutions through ASSIST.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Los Angeles Southwest College has adopted three levels of student learning outcomes: Course/Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) or Institutional Student Learning Outcomes (ISLOs) as called for in Board Policy 4025 and Administrative Procedure 4025 (2A9-02). The goal for the learning outcomes is for students to attain appropriate level competency in identified areas as a program of study is completed. The College's ILOs are shown below and can also be found in the College catalog, the class schedule, and the SLO SharePoint site (2A7-01 see pg. 6, 2A11-01, 2A11-02).

LASC Institutional Student Learning Outcomes:
1. Communication (Oral and Written Skills) Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking) Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy) Utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity) Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building) Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

The college first aligned ILOs to PLOs and to SLOs (course level) in Module Four of the fall 2017 Comprehensive Program Review assessment process (2A11-03) and is in the process of refining alignment through the eLumen Success Plan to ensure competencies listed in the ILOs are clearly identified and regularly assessed for all programs (1B7-03, 2A13-05).

Analysis and Evaluation

At LASC all degrees include outcomes in communication competency, information competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives through meeting general education requirements and/or through meeting major requirements.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.

The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Through the Curriculum Committee, the College created a Philosophy on General Education and relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum and in compliance with Board Policy and Administrative Procedure 4025 (2A9-02). When submitting a new Course Outline of Record, sections 3 and 4 allow the initiator to request GE approval as part of the new curriculum process (2A12-01). The District and LASC Educational Philosophy, including general education, is clearly stated in the college catalog along with the College Mission, Goals, and Institutional Learning Outcomes (2A12-02).

As noted in BP/AP 4025(2A9-02), the District philosophy and criteria regarding general education references the Board of Governors policy that general education should lead to better self-understanding:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

The three general education plans offered at the colleges of the Los Angeles Community College District (LACCD) are the LACCD General Education Plan; the California State University General Education Breadth Plan (CSU GE-Breadth Plan); and the Intersegmental General Education Transfer Curriculum (IGETC). These plans cover the general education areas of Natural Science, Physical Science, Social and Behavioral Sciences, Humanities; Language and Rationality, Health and Physical Education, and Math; and address the areas of communication, critical thinking, research and information literacy, diversity, qualitative analysis and reasoning, and arts and cultural awareness. These GE plans are published in the College Catalog and are included in the college's educational planning documents and transcript evaluation process (2A12-03, 2A12-04).

The District and College are working to incorporate the newly instituted three units in Ethnic Studies as part of General Education curriculum. LASC recently approved a program in Ethnic Studies with options in African American, Asian American, Native American, and Chicano Studies courses that meet the Ethnic Studies General Education requirement (2A12-05).

Analysis and Evaluation

Los Angeles Southwest College, in accordance with the District's Board Policies and Administrative Procedures, has developed a general education philosophy and requirements for associate degrees, and associate degrees for transfer that are clearly defined in the catalog and posted in the Schedule of Classes for better communication to students. The breadth and depth of

course requirements include topics related to acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
All degree programs at LASC require 60 degree-applicable units and include focused study in at least one area of inquiry or in an established interdisciplinary core. For AA/AS and AAT/AST degrees, that core is a minimum of 18 units of study in the "major" as required by Board Policy 4100 and Administrative Procedure 4100 (2A9-01, DIVC7-11). Requirements for all certificate and degree programs along with learning outcomes and competencies are identified in the College Catalog, on departmental websites, and in the Program Mapper (2A1-01, 1C1-01, 2A13-01).

All degrees at LASC have Program Learning Outcomes (PLOs) that align with Student Learning Outcomes (SLOs) and to theories and practices in the program. The Course Outline of Record (COR) describes major course objectives, course SLOs, and any pre/co-requisites necessary to be successful in the class (2A2-01).

An example of a program focused in one area of inquiry is the Early Childhood Education degree for transfer. The program learning outcomes underscore key theories and competencies needed to successfully complete the degree, specifically early childhood theories for optimal growth and development and the ability to create curriculum that incorporates California Early Childhood Educator competencies (2A13-02). As an example of a degree with an interdisciplinary core, the program learning outcomes in the Anthropology degree for transfer describe the application of "a holistic anthropological perspective to the analysis of local, national, and global human issues" drawing from the disciplines of Anthropology, Sociology, and Geology, with GE course recommendations in the Humanities and History disciplines (2A13-03).

The Curriculum development review process makes certain that course level outcomes represent mastery of appropriate competencies in core classes (2A13-04). The SLO development process utilizes eLumen to map program outcomes to individual learning outcomes for all courses to ensure that the proposed courses fully address desired program-level and institutional level learning outcomes (2A13-05).

Analysis and Evaluation
All programs include a focused study on one area of inquiry or discipline and includes key theories and practices appropriate for the certificate of achievement or Associate degree level.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Los Angeles Southwest College (LASC) offers 2 Career and Technical Education (CTE) Associate Degree for Transfer (ADTs), 2 CTE Associate of Arts, 13 Certificates of Achievement and 3 Skills Certificates (2A14-01). These programs train graduates in technical and professional competencies that meet employment standards. Each program has a specific set of courses that are required to complete the program as outlined in the Program Mapper for each degree or certificate (2A14-02). The College Catalog provides course descriptions for all CTE programs (2A14-03).

The College has developed technical and professional competencies for all of its career-technical education programs following Administrative Procedure 4102 which requires the creation of advisory boards, comprised of individuals from local industry, to establish employment standards (2A14-04). All CTE programs have an established advisory board composed of area professionals. Advisory Board Members provide relevant recommendations to improve programs with innovative standards, expected competencies, employment trends, and advise to solve business concerns or explore new opportunities. In addition, advisory committee members, along with the faculty, work to ensure that competencies prepare students for external licensure and certification (2A14-05, 2A14-06, 2A14-07).

To ensure CTE programs prepare graduates with the knowledge and competencies required by industry standards, CTE programs complete an Annual Program Review and end of the year status report. Program review provides the opportunity to evaluate the curriculum, graduation rates, success rates, retention rates, program sequence of courses and suggestions for improvement (2A14-08).

The college regularly reviews and reports Licensure Examination Pass Rates for the Nursing Program, which is California Board of Registered Nursing (BRN)-approved to ensure that the Nursing Degree competencies meet employment standards and preparation for external licensure and certification (1C1-10, 1C13-01). Similarly, employment rates for CTE students are regularly reviewed and reported on (1C1-10) to ensure that program competencies are aligned with employment standards.

Analysis and Evaluation

Los Angeles Southwest College offers an array of CTE programs to prepare students for the workforce. Through established review processes, the College ensures that students graduating from its CTE programs, degrees, or certificates, possess the technical and professional competencies needed to meet employment standards and preparation for external licensure and certification. Regular review and reporting of CTE program outcomes ensure recency within employment standards and student preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College makes appropriate arrangements to minimize disruptions and allow students to complete their education in a timely manner when programs are eliminated or changed. Criteria for eliminating or making substantive changes to programs are outlined in the College's Program Viability and Discontinuance Process. Program discontinuance and viability are separate and distinct from program review; however, results from program review may necessitate an examination of program viability (1B7-04). When Program Viability Review ends in the elimination of a program the college then moves forward with archiving program specific coursework (2A15-01).

Process guidelines include the formation of a Viability Review Committee with relevant campus constituencies. The Viability Review Committee recommendation report must consider the impact on students, faculty, staff, and the local community. The College must advise all students of any changes that may occur as an outcome of the review process and create systems, if necessary, to assure that affected students can complete their programs. All procedures for the elimination or modification of existing programs are codified in District Board Policy 4021 and Administrative Procedure 4021 on Program Viability (2A15-02, 2A15-03).

LASC has also established procedures related to Catalog rights. Students who maintain continuous enrollment in at least one regular semester or session in a catalog year may elect to meet the associate degree or certificate requirements in the LASC catalog in effect at the time of first enrollment or may choose the requirements from any one year of subsequent continuous enrollment (DIVC7-11).

Analysis and Evaluation

The College has clearly delineated processes for program modification and elimination. The College has not eliminated any programs within the last eight years. The process includes an assessment of impacts and requires accommodation for enrolled students to complete their education in a timely manner with a minimum of disruption.

16. **The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

Instructional Program Review follows a six-year cycle, with a comprehensive program review due in year one of the cycle, and annual updates on progress towards goals and objectives due in the following years of the cycle. The purpose of Program Review is to evaluate and improve the quality and currency of all instructional programs (whether these classes are offered face-to- face, as a hybrid class, or online) including collegiate, noncredit, pre-collegiate, and career-technical education programs. The annual updates help monitor progress on the objectives set during year one of the cycle and they help streamline the planning and budgeting process to ensure that the changing needs of individual programs are evaluated and considered annually. During the annual

update, program faculty and staff analyze program specific data, evaluate the effectiveness of the previous year's activities, and develop or revise objectives and resource requests, as needed, for the upcoming year. Disaggregated data derived to track progress towards the fulfillment of the objectives identified in the College's Strategic Education Master Plan (SEMP) are provided to all programs and services. Programs are asked to evaluate the data, identifying successes and areas in need of improvement, and then establish objectives for the upcoming year to ensure programmatic quality and currency in support of student achievement (1B3-04).

Comprehensive and Annual program reviews are presented to the Program Review Committee for review and feedback with a goal to enhance student learning and ensure continuous improvement and alignment with the College mission (1B4-02 see Cycle and Timeline pg. 7).

All courses and accompanying learning outcomes are thoroughly evaluated through the curriculum review process. A standard work-flow chart documents the various levels of review that any one course undergoes for modification and updating, including potential delivery via distance education (2A13-04). Additionally, courses are regularly updated as the Curriculum Committee's "Courses Ready for Senate Approval" document demonstrates, to ensure courses are accurate and current (2A16-01).

Analysis and Evaluation
Los Angeles Southwest College has a comprehensive and annual review process for the systematic evaluation of all programs. Through the program review process, the institution and its faculty regularly evaluate and update all instructional programs including collegiate, pre-collegiate, career technical, and lifelong learning courses and programs. The process of updating instructional programs and coursework applies to all delivery modes.

Conclusions on Standard II.A: Instructional Programs
All instructional programs at LASC are offered in fields of study in line with the college mission, regardless of location or method of instruction. The college's programs are appropriate for higher education and upon completion students achieve identified student learning outcomes, degrees, certificates, employment, or transfer to other higher education programs.

Faculty at LASC ensure that the content and methods of instruction meet generally accepted standards and expectations by exercising collective ownership over the design and improvement of learning. Full-time and part-time faculty regularly engage in program review to continuously improve instructional courses and programs, and the learning experience.

Learning outcomes for courses and programs are defined using established institutional procedures such as course outlines that include student learning outcomes. Identified student learning outcomes are included in syllabi that are provided to students in every class section.

Pre-collegiate level curriculum is distinguished from college level curriculum and the college delivers student support services for students' advancement and success in college level curriculum. Programs are of appropriate length, depth, rigor, course sequencing, time to completion, and learning breadth and LASC ensures that minimum degree requirements are 60

semester credits at the associate level. Further, courses are scheduled in a manner that allows students to complete their selected program of study within a time period that is consistent with established expectations in higher education.

In support of equity in success for all students, the college utilizes teaching methodologies, methods of instruction, and learning support services that meet the needs of its diverse student body. The college also provides clearly stated transfer-of-credit policies to facilitate the mobility of students without penalty. Transfer credits for the fulfillment of degree requirements are accepted by LASC when learning outcomes for transferred course are certified as comparable to the college's course learning outcomes. Articulation agreements that align with the college's mission are developed when patterns of student enrollment between institutions are identified.

The English and math departments validate the effectiveness of department-wide course examinations, when appropriate, and employ processes to reduce test bias and enhance test reliability.

The awarding of course credit, degrees, and certificates is based on student attainment of learning outcomes. Units of credit awarded are consistent with policies aligned with norms or equivalencies in higher education. Moreover, all degree programs include a component of general education based on an educational philosophy that is published in the college catalog. The college relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, that is based on student learning outcomes   and competencies appropriate to the degree level.

Institutional Learning Outcomes are found in all college programs and they parallel General Education Outcomes necessary for a student to be effective as a person, family member, and citizen. In addition, all college degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core such as the Early Childhood Education and Anthropology degrees for transfer described above.

Employment and related standards, as well as preparation for external licensure and certification is achieved by graduates of the college's CTE programs.

The college has not eliminated any programs or program requirements within the last eight years. However, if needed, the college has an established program viability and discontinuance process that considers the needs of students enrolled in programs recommended for discontinuance by taking appropriate measures to allow for completion of the program with a minimum of disruption.

The college utilizes program review to evaluate and improve the quality and currency of all instructional programs, regardless of method of instruction or location. Los Angeles Southwest College also evaluates courses and accompanying learning outcomes through the curriculum review process to enhance learning outcomes and student achievement.

Evidence List Standard II.A

Standard II.A.1
1C1-01_AcademicPrograms
4A4-01_BP4020
4A4-02_AP4020
4A4-04_AP4023
2A1-01_CatalogPrograms
2A1-02_CCProgramReq
2A1-03_DEAddendum
2A1-04_SLOAddendum

Standard II.A.2
2A1-03_DEAddendum
4A4-03_AP4022
2A2-01_CourseOutlineRecord
2A2-02_EthnicStudiesIPR
2A2-03_TheaterArtsIPR
2A2-04_NACESBldgTrade
2A2-05_RegularEffContact
2A2-06_GenderEquality
2A2-07_UnearthRacism
2A2-08_VirtEngage
2A2-09_2022SumTeachingAcad

Standard II.A.3
2021-2022LASCCatalog
1B2-05_CLOAssessments
1B2-07_EFLSpotlight
1C8-04_AP4221
2A13-01_ProgMapSocJustice
2A13-02_EarlyChildhoodAST
2A13-04_CCInterimCrseApprov
2A1-04_SLOAddendum
2A3-01_CompSciIPR
2A3-02_PoliSciIPR
2A3-03_SLOCommMin
2A3-04_FacHndbkSyllReq
2A3-05_Soc01SyllabiSLOs

Standard II.A.4
2021-2022LASCCatalog
2A2-01_CourseOutlineRecord
2A4-01_PrecollVCollegiate

2A4-02_MathPlaceNonStem
2A4-03_EnglishPlacement
2A4-04_AB705WebInfo
2A4-05_NCtoCreditESL
2A4-06_NACESPathways
2A4-07_SSCServices

Standard II.A.5
4A4-01_BP4020
4A4-04_AP4023
DIVC7-11_AP_4100
2A5-01_CatDegreeReq
2A5-02_CDProgramMapper

Standard II.A.6
1C4-02_TwoYearSchedule
2A5-02_CDProgramMapper
2A6-01_EMCSharePoint
2A6-02_LASCEnrollMngmtPlan
2A6-03_AdvClassMOUemail
2A6-04_CourseCnclMOU

Standard II.A.7
2A1-03_DEAddendum
2A2-05_RegularEffContact
2A2-07_UnearthRacism
2A2-08_VirtEngage
2A2-09_2022SumTeachingAcad
2A4-07_SSCServices
2A7-01_Spr22ClassSched
2A7-02_CCMinutes06252020
2A7-03_Anatomy1Syllabus
2A7-04_DEReviewEmail
2A7-05_History005
2A7-06_DEmouS20F21
2A7-07_DETrainings
2A7-08_PDWeeklyUpdates
2A7-09_StudentSrvcsPrograms
2A7-10_StudentSupportHub
2A7-11_MathematicsIPR
2A7-12_EngTutfundingReq
2A7-13_EngADTFundingReq

Standard II.A.8
2A4-04_AB705WebInfo
2A8-01_Eng101NormRubricProc
2A8-02_Eng101FinalGuide
2A8-03_Math115StudyGuide
2A8-04_Math115Rubric
2A8-05_TEASprepBSICSKL023CE
2A8-06_NursingINFOsession
2A8-07_WebTEASresources
2A8-08_BP4235
2A8-09_AP4235
2A8-10_CreditByExam

Standard II.A.9
1B4-01_IntegratedPlanHndbk
2A2-01_CourseOutlineRecord
2A7-03_Anatomy1Syllabus
4A4-01_BP4020
DIVC7-11_AP_4100
2A9-01_BP4100
2A9-02_BPAP4025
2A9-03_GradeSymbols

Standard II.A.10
2A10-01_AP4051
2A10-02_BPAP4050
2A10-03_EvalTranscripts
2A10-04_CourseArticulation
2A10-05_TransferAssist
2A10-06_ComputerScience
2A10-07_TransferEvents

Standard II.A.11
1B7-03_eLumenSuccessPlan
2A7-01_Spr22ClassSched
2A9-02_BPAP4025
2A13-05_eLumenSLOalign
2A11-01_ILOsInCatalog
2A11-02_ILOSLOSharePoint
2A11-03_CmpIPRHumPhil

Standard II.A.12
2A9-02_BPAP4025
2A12-01_CORSoc001GE

2A12-02_EdPhilosophy
2A12-03_GEplans
2A12-04_TranscriptEval
2A12-05_EthnicStudies

Standard II.A.13
1C1-01_AcademicPrograms
2A1-01_CatalogPrograms
2A2-01_CourseOutlineRecord
2A9-01_BP4100
DIVC7-11_AP_4100
2A13-01_ProgMapSocJustice
2A13-02_EarlyChildhoodAST
2A13-03_AnthropologyAAT
2A13-04_CCInterimCrseApprov
2A13-05_eLumenSLOalign

Standard II.A.14
1C1-10_ACCJCAnnualReport
1C13-01_BRNApproval
2A14-01_CTEDegreeCertList
2A14-02_CNAProgram
2A14-03_Health OccDescript
2A14-04_AP4102
2A14-05_BusCompSciAdvBrdMin
2A14-06_BusDeptAdvBoardMin
2A14-07_CareerCauseMtgs
2A14-08_PhlebotomyIPR

Standard II.A.15
1B7-04_ProgViabDiscProcess
DIVC7-11_AP_4100
2A15-01_CurricCommArchDoc
2A15-02_BP4021
2A15-03_AP4021

Standard II.A.16
1B3-04_ISSProgReviewData
1B4-02_ProgRevHndbk
2A13-04_CCInterimCrseApprov
2A16-01_CurriculumUpdates

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library and Learning Support Services are guided by Board Policy 4040 (2B1-01). The LASC Founder's Library offers a comprehensive collection of resources and services to support student learning and achievement, as well as providing academic support to students enrolled in both in-person and distance education coursework.

LASC Founder's Library Resources:

The Library offers print and electronic sources, which are sufficient in quantity, currency, depth, and variety to support our educational programs regardless of location or means of delivery:

- Library resources as of January 4, 2021, include a reference and general collection of 45,984 volumes, and 219,401 e-books. In 2019-2020, the Library added 692 volumes to the collection and circulated 7,086 items. The Library also subscribes to 44 print periodicals, 69 online databases, and an e-book database with over 200,000 titles (2B1-02)
- The Library's numerous online databases make the resources students and faculty need available 24/7 from anywhere, there is an Internet connection to ensure accessibility regardless of location or mode of delivery. Additionally, at least one librarian is on duty during hours of operation: Fall/Spring semesters the Library is open 58 hours/week; Summer/Winter intersessions the Library is open 34 hours/week

The Library offers ongoing instruction for library users:

- Library Science 101 "College Research Skills," is a one-unit transferable course on the basics of research for academic courses offered several times a semester (2B1-03)
- Library/research skills workshops, 162 workshops were held in 2019-20 (2B1-04 see pg. 5)
- 70 Tailored library orientations and accompanying "LibGuides" were created in 2019-2020 to meet the needs and assignments of each individual class (2B1-05, 2B1-06, 2B1-07)
- One-on-one instructions with the librarians during library hours, 5,693 sessions were held in 2019-20 (2B1-04 see pg. 5)
- Live chat with a librarian and SMS/Text Messaging, initiated during COVID Pandemic (2B1-08)
- FAQ pages are used as visual guides to help students answer commonly asked questions (2,536 views in 2019-2020) (2B1-09)

- Global links in Canvas that link to the library (2B1-10)
- Online library workshops (2B1-11)

Additional learning technologies:
The Library has the software suite SpringShare, which includes LibChat, LibGuides, LibAnswers, and LibCal.
- LibChat enables our distance education students to chat with our librarians
- LibGuides provide tutorials and discipline specific pathfinders that can be embedded in the library's website and in each course in Canvas (2B1-12, 2B1-13, 2B1-14)
- LibAnswers provides a series of visual FAQ's and How-To instructions for students to use library resources (2B1-15, 2B1-09)
- LibCal enables our students to keep informed of upcoming library workshops and events as well as register for the events (2B1-16)

Tutoring and Student Success Center:
The Student Success Center (SSC) is housed on the 3rd floor of the Founder's Library and supports student learning and achievement by offering tutoring services both in-person and online. The SSC delivers one-to-one tutoring services, group tutoring services, and workshops for students that are designed with the LASC community of learners in mind. While utilizing the SSC students have access to wireless Internet and computers equipped with the full Microsoft Suite. Student Success Center hours are Monday-Thursday from 8:00 a.m. - 8:00 p.m., and Friday-Saturday from 9:00 a.m. - 1:00 p.m. Post-Covid SSC hours varied to offer students a range of online and in person options between 8:00am and 8:00pm. Student Success Center hours during intersession terms mirror the hours of the library.

Learning support services include, but are not limited to:
- One full-time faculty member and 12 tutors on staff who tutor in the following subjects: Chemistry, Mathematics, English, Statistics, Psychology, Sociology, Counseling, Calculus, Computer Technology, Communications, Natural Sciences, Anthropology, and Physics (2B1-17).
- An Open House is provided each fall to introduce services to the campus (2B1-18).
- In-house and online Student Lingo workshops are offered throughout the fall and spring semesters (2B1-19).
- 2019 Black History Month Read-In of Michelle Obama's "Becoming." Over 200 students attended (2B1-20).
- Fall 2019 Read-In of "The Last Black Unicorn". Students received a FaceTime call during the event from the author, Tiffany Haddish, and a copy of the book. Over 150 students attended (2B1-21).
- Spring 2019 Read-In of "The Compton Diagnosis". The author, Natalie Houser, attended the event and students received a copy of the book. Over 150 students attended (2B1-22).
- Marketing materials are provided to students via classrooms, campus events, and emails (2B1-23).
- Final Exam support is provided at the end of semester with extended hours and pizza (2B1-24).
- Tutor Training takes place during the fall semester (2B1-25).
- The Student Success Center and Library offer easy access to materials and services

through embedded links in Canvas:
- o Student Support Hub in Canvas for online tutoring and library access ([2B1-10](#)).

Information about library and learning support services is provided in the College Catalog and through the college website ([2021-2022LASCCatalog](#) see pg. 50, [2B1-26](#)).

Computer labs to support student learning:
Los Angeles Southwest College offers specialized computer labs to support student learning and achievement in research, tutoring, math, computer applications, business, and other subjects. There are approximately 800 computers available for student use in various labs and departments across LASC ([2B1-27](#)).

Analysis and Evaluation
Los Angeles Southwest College supports student learning and achievement through a wide range of services, resources, and collections offered by the Founder's Library. The librarians and Student Success Center staff work to ensure that support services such as tutoring, supplemental instruction workshops, computer access, study rooms, and access to the online library services are available for all students in educational programs offered by the College. Through face-to-face and online formats, students can utilize resources and services offered in the library, regardless of their location. Both the library and the Student Success Center have physical, technological, and fiscal resources sufficient to meet the learning needs of students. The library provides both formal instruction classes and informal instruction to ensure that students understand and demonstrate information competency. The Library and SSC complement each other in their mutual efforts to provide equitable and supportive learning environments and resources for the success of all students.

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard
LASC's Founder's Library's Collection Development Policy aligns with the College Mission and guides the selection and maintenance of materials to support student learning and the teaching needs of faculty. Librarians select books, journals, and other library materials through reviews from professional journals, discipline faculty requests, course assignments, and information generated from working with students, class reading lists, as well as an understanding of college curricula ([2B2-01](#)).

The goal of the Library Collection Development Policy is:
- To support the teaching needs of faculty
- To support the research needs of students by developing and organizing relevant collections
- To provide on- and off-site access to information resources for faculty and students

To ensure the library stays abreast of new course offerings and related course needs, a librarian serves as a member of the Curriculum Committee. The responsibility of the member librarian is to examine and evaluate the library collection and verify that resources are sufficient to meet the needs of any new course or program. The Library's approval of new courses and programs is required as part of the Curriculum Committee technical review process (2B2-02). When new courses or programs are proposed, if the Library collection is not sufficient to support the proposed course or program, library acquisition costs are documented on the new program application (2A1-02).

Librarians also work as liaisons to different departments and programs across campus to provide additional support and resources. Partnerships include the Student Success Center, all credit and noncredit academic departments, the Career Center, Associated Students Organization, and Counseling (2B2-03, 2B2-04, 2B2-05, 2B2-06, 2B2-07).

Another strategy to ensure that library materials are coordinated with current instructional offerings is for instructional faculty to provide copies of their syllabi, assignments, and/or to inform librarians of the print and electronic resources that students will need during a semester. Librarians then research the collection to ensure there are sufficient materials available for students to successfully complete their courses. Any gaps in materials are listed for purchase by the library. Additionally, Librarians create Library Guides to assist students with developing research strategies and locating resources (2B1-05, 2B1-06, 2B1-07).

Analysis and Evaluation
The College relies on the expertise of faculty, including librarians, and other learning support services professionals to ensure that the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the College mission.

3. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard
Los Angeles Southwest College uses the annual program review process to identify the educational equipment and material needs for the College's instructional programs and student support services. Instructional Program Review includes a discussion and analysis of the library's goals including reporting on achievements, restructuring of goals, and outlining new goals to improve student learning outcomes. As indicated in the 2018-19 Library Non-Instructional Program Review (2B3-01), results from a Student Satisfaction survey (2B3-02), Library orientation, and workshop evaluations (2B3-03) were used to institute improvements to the library's support services. Technical support for students was increased through workshops and student tutors were added to help with basic computer assistance in the library, allowing library faculty to focus on research assistance. Additionally, hours of operation were extended on Fridays and Saturdays and access to technology was increased. Furthermore, in addition to providing access to copiers, printers, and computers, the library began a tablet computer lending program to increase student access to library resources when off campus (2B3-04).

To ensure Library resources meet student research needs and contribute to the attainment of student learning outcomes, Librarians also evaluate database usage and other support services annually (2B3-05). The library subscribes to additional resources such as Kanopy Streaming Video, Prepstep, and Interactive Anatomy to support the attainment of student learning outcomes. In addition, student achievement of learning outcomes for Library Science 101 are assessed at the end of each term and those assessments inform course content (2B3-06).

Similarly, Student Satisfaction Surveys analyzed as part of the Student Success Centers' annual Non-Instructional Program Review have led to expanded services to support the attainment of student learning outcomes and increased course success rates. Based on 2019 survey results evening hours were extended and tutoring for subjects such as sociology and political science were added. The results of the Spring 2020 survey augmented services by making Success Center tutors available online in addition to the existing online NetTutor (2B3-07, 2B3-08).

Analysis and Evaluation
The Los Angeles Southwest College Founder's Library and Student Success Center participate in the annual program review process and conduct student satisfaction surveys to continuously evaluate and improve services.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard
The Library collaborates with internal and external entities to offer educational support services and documents all contractual agreements. The Library maintains an interlibrary loan agreement (ILL) with the District's nine colleges. The Library also has a partnership with the Los Angeles Public Libraries and the Los Angeles County Libraries to provide additional borrowing privileges to students. As a member of a 24/7 co-op the Library also provides live chat reference services after hours.

The College's Library Advisory Committee meets every semester with all internal and external partners, including members from the College's Student Success Center, local public libraries, instructional faculty and classified staff, Associated Students Organization representatives, and librarians. Library faculty also participate in district-wide librarian interest groups, such as cataloging and information literacy groups, wherein librarians engage in conversations on best practices. The District Library chairs also meet once a month to discuss districtwide policies and practices (2B4-01, 2B4-02).

The Founder's Library is a participating member of the Community College League (CCL), which is a statewide organization consisting of all community college libraries. Community College

League subcommittees evaluate databases and negotiate special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest and EBSCOhost. At the local level, LASC regularly evaluates all agreements to ensure effectiveness. Established agreements include Library Services Platform (LSP), EBSCO, CQ Researcher, JSTOR, Oxford University Press, ProQuest, OCLC, and SpringShare (2B4-03, 2B4-04). The Library regularly shares library information and updates students, faculty, and staff via the college's digital newsletter. This information includes workshops and events, Open Educational Resources, and featured resources (2B4-05).

In addition to the tutoring services offered through the Student Success Center, the College also contracts with NetTutor which provides additional online tutoring 24/7. This agreement was acquired through an initiative by the District's Chancellor's Office. NetTutor is easily accessible for students through the College website and in the Canvas Learning Management System (2C3-08).

The College in collaboration with the District takes responsibility for and assures the security, maintenance and reliability of services provided directly to users. All services provided directly by Los Angeles Southwest College are evaluated through the Program Review process, as described in Standard III.C.

Analysis and Evaluation
Services provided through formal contractual agreements provide valuable and effective learning support. The College regularly evaluates these resources to ensure their continued usefulness and effectiveness as outlined in the Program Review process in Standard II.B.3.

Conclusions on Standard II.B: Library and Learning Support Services
To support student learning and achievement, the College provides library and related learning support services that are sufficient in quantity, currency, depth, and variety, regardless of location or means of delivery, as determined by qualified librarians and instructional faculty. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing workshops and instruction for library users. The College regularly evaluates library and other learning support services to assure student needs are met and that these services contribute to the attainment of student learning outcomes. The Library documents collaborations and formal agreements with other institutions across the district and region and ensures that such resources and services are easily accessible and adequate for the College's purposes in support of student learning and achievement.

Evidence List Standard II.B

Standard II.B.1
2021-2022LASCCatalog
2B1-01_BP4040
2B1-02_LibraryResources
2B1-03_LibraryOneSearch
2B1-04_NIPRLibrarySL

2B1-05_LibGuideChildDev
2B1-06_LibGuideAnthro102
2B1-07_LibGuideEnglish103
2B1-08_ChatWithLibrarian
2B1-09_FAQPages
2B1-10_StudSupHub
2B1-11_LibraryWorkshops
2B1-12_LibGuideEnglish
2B1-13_InformPrsuasivSpeech
2B1-14_ListResearchGuides
2B1-15_LibAnswersFAQ
2B1-16_LibCal
2B1-17_TutorSchedSubjects
2B1-18_OpenHouseFlyer
2B1-19_StudentLingoFlyer
2B1-20_ObamaReadIn
2B1-21_HaddishReadIn
2B1-22_ComptonDiagReadIn
2B1-23_SSCBrochure
2B1-24_FinalExamPrepFlyer
2B1-25_TutorTraining
2B1-26_LibraryWebSite
2B1-27_CompLabStudSupport

Standard II.B.2
2A1-02_CCProgramReq
2B1-05_LibGuideChildDev
2B1-06_LibGuideAnthro102
2B1-07_LibGuideEnglish103
2B2-01_LibCollecDevPolicy
2B2-02_TechReviewProcess
2B2-03_LibLiasonChildDev
2B2-04_LibLiasonBusDept
2B2-05_LibLiasonNSHK
2B2-06_LibLiasonNursing
2B2-07_LibLiasonASO

Standard II.B.3
2B3-01_NIPRLibrary
2B3-02_LibStudSatSurvey
2B3-03_LibWorkshopEval
2B3-04_TabletAgreement
2B3-05_DatabaseUsageData

2B3-06_SLOAssmntLibSci
2B3-07_SSCStudSatSurvey
2B3-08_SSCStudSatSurvey

Standard II.B.4
2C3-08_OnlineTutoringSSC
2B4-01_LibAdvisoryComm
2B4-02_LACCDLibChairsMeet
2B4-03_CCLContractForm
2B4-04_LSPAgreement
2B4-05_WeeklyNewsStudents

C.   Student Support Services

1.   The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
The College provides comprehensive student support services with the goal of realizing the College Mission "to empower a diverse student population and the surrounding community to achieve their academic and career goals...." In order to achieve the Mission, LASC provides students with support services that promote access to higher education and the achievement of academic goals. To ensure that programs and services meet student needs, the college regularly monitors and assesses the quality of support services through Program Review. The Program Review process is structured to align program goals with the college's education masterplan goals and college mission. To improve student support services, Program Review enquires about professional development opportunities that student support programs engage in, their collaborations and partnerships, resources needed to achieve program goals, and status updates of previous year's objectives (2C1-01, 2C1-02).

The Program Review process produces data-informed objectives to increase the effectiveness of student support services and programs regardless of location or means of delivery (2C1-03). Student Services utilizes student satisfaction surveys as a means of assessing the quality and identifying areas for improvement of programs, services, and activities. For example, in summer 2020, based on objectives in the Financial Aid program review (informed by satisfaction surveys), Student Services introduced an online chat feature, which we call *Ask the Cougar*, to help students with enrollment and onboarding (2C1-04). Another example of how the evaluation process led to enhanced accomplishment of the mission was the implementation of an online orientation experience for students (2C1-05).

The college also participates in external evaluations like the LACCD Student Survey to support student learning and mission accomplishment (2C1-06).

Analysis and Evaluation

Student Services regularly evaluates the quality of services, regardless of location or means of delivery, by utilizing the program review process, and other evaluation activities to ensure continuous improvement, support of student learning, and realization of the Mission. With the expansion of distance education courses and services at off-site locations, Student Services continues to expand online services and will need to continue evaluating remote student support services to ensure achievement of the Mission.

2. **The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

The College has established Student Services Outcomes (SSO), formally known as Student Learning Outcomes for Student Services, to assess and continuously improve student support programs and services (1B2-09 see module 4, 2C2-01). Program Review is the primary vehicle used to accomplish that assessment process, described in Standard I.B.5. The Program review process assists in the identification of student needs, including learning support services, and helps evaluate how well the College meets those needs (2C2-02). Through the program review process, student support programs describe how they support students, identify significant changes impacting the programs, describe how conclusions about the Program Review are used to make improvements to services they provide, and identify programmatic strengths, weaknesses, opportunities, and challenges.

As noted in Standards I.A.2 and I.B.3, the use of data is central to the Program Review process at LASC. Program Review makes use of quantitative and qualitative data to evaluate the effectiveness of programs and services and to make use of this evaluation as a basis for improvement. Student Services use the program review process to assess the extent to which institutional goals (1A2-01 see pg. 14) are being met and to assess how well each program is supporting its student population through appropriate support services (1B2-09, 1B3-04, 1B3-05, 1B5-03, 1B6-03). In addition, categorical programs such as CalWORKs, EOPS, CARE, Next-Up, Financial Aid, and the Student Equity and Achievement Program (SEA), submit data to the State Chancellor's Office Management Information System (MIS) each semester. That data can then be accessed through the State Chancellor's Office Data website and is used in the development of institutional plans to improve student support programs and services, and in the achievement of learning support outcomes (1B6-01, 1B6-02, 2C2-03). Student Services personnel use these reports to evaluate the quality of services they provide and to monitor the number and diversity of students served. The College monitors these categorical programs closely, as state funding is dependent on the quality of service and student demographics; funding impacts the college's ability to provide appropriate student support services and programs to achieve learning support outcomes.

Examples of program improvements based on evaluations and assessment data are as follows:

Veterans Resource Center:
Office hours, staffing, equitable access to various gender groups, and resource availability were evaluated during Program Review. Due to an increased veteran student population, a need for extended hours of operation was identified as well as the need for study spaces, support groups, increased supplies, and resources. As a result of the program review process, a location in the Veterans Resource Center was dedicated as a study space; hours of operation were extended to meet the needs of evening students and the program received a $100,000 grant to purchase supplies, including additional computers to service veteran students. The Veterans Resource Center addressed the needs and concerns of each gender by providing support groups, mentoring and attendance at veteran summit events at other institutions. Additionally, both male and female student Veterans have been encouraged to attend male/female empowerment workshops presented by various departments on campus. Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Veterans are provided with the same support and encouraged to be a part of the LGBTQ and Spartan veteran clubs on campus (2C2-04).

CalWORKs:
The CalWORKs program extended their operational hours to support the needs of evening single parents. They also hired more math and English tutors to assist with the persistence and retention of CalWORKs students. As a need for gas and food for CalWORKs students was also identified, the CalWORKs program held food distribution events for their student population (1B5-03, 2C2-05).

Financial Aid:
The Financial Aid Office implemented an appointment service model that reduced the lines and wait times in the Financial Aid Office. The model provides students with the opportunity to have all their needs met, and questions answered in one setting. It also expedites the processing procedure as Financial Aid Technicians began processing students' paperwork immediately after their appointment (2C2-06).

Analysis and Evaluation
Student Services programs at LASC engage in assessment processes to determine the effectiveness and appropriateness of student support services and programs. The College uses data to identify and assess learning support outcomes and to continuously improve student support programs and services. This practice ensures that students from the college's diverse community can benefit from LASC student support services and achieve learning support outcomes.

3. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Evidence of Meeting the Standard
Los Angeles Southwest College is committed to maximizing educational opportunity and access to everyone who has the desire to learn. The college welcomes all students, including those from

communities that have traditionally been underserved by higher education or who require special accommodation or support as outlined in the College and District mission statements (1A1-01, 1C9-01).

The College provides comprehensive services and equitable access for all students regardless of service locations or delivery method:

- Access to information about the College's courses, academic programs, and student support services is provided through a variety of methods, including the schedule of classes (Summer2022ClassSchedule), the college catalog (2021-2022LASCCatalog), brochures, newsletters, email, telephone, on its social media sites, and on the College's website, Standard II.B provides several examples of services available to students.
- The Services and Support webpage link is prominent on the college website header and provides access to the Student Support and Success Programs webpage: Admissions & Records, CalWORKs, EOPS/CARE, Career Pathways/Job Center, Puente Project, General Counseling, Disabled Students Programs & Services, Dream Resource Center, Educational Talent Search, NextUp, Guardian Scholars, Health and Wellness Center, GATEWAYS Housing, Promise Program, Mental Health Services, Transfer Center, TRiO Scholars, TRiO Stem, Tutoring, UMOJA, Veterans Resource Center (2C3-01).
- The New Student page clearly outlines the "seven steps" to becoming an LASC student. The page also includes links for K-12 high school students, international students, veterans, and additional links useful for first-time students such as the course catalog, Financial Aid, and the Business Services Office (2C3-02).
- The Information for Current Student page links to Academic Resources, Academic Support Services, Student Activities, and the class schedule (2C3-03).
- The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, pay tuition and fees, view available courses, obtain placement recommendations, access their financial aid status, view their course schedule, and register for classes (2C3-04).
- To ensure equitable access for students with disabilities, the Disabled Students Program & Services (DSPS) offers specialized support services to include, test-taking accommodations, counseling and educational planning, and guidance on transferring from high schools to the college. Faculty training and resources are also provided to help improve their support of students with disabilities (2C3-05).
- Students taking online classes have equitable access to resources. The onboarding process can be done entirely online. The Student Services web page links to online services, including Live Admissions and Counseling Chat and Ask a Counselor (2C3-06). The Online Learning web page includes online student readiness tutorials provided to help students determine whether online learning is an appropriate modality for them. The page also includes faculty resources (2C3-07).
- NetTutor, the online tutoring program, is available to all students in Canvas. In addition to NetTutor, LASC offers individualized and group learning support for discipline areas in learning assistance centers throughout the campus such as the Student Success Center and math lab. These learning support centers and labs provide students with essential learning assistance and specialized tutoring (2C3-08).

- The Outreach and Recruitment Office presents at local high schools, organizations, and events to inform community members of the educational opportunities and resources available at the college (2C3-09).

In support of continuous improvement, the College conducts Program Review to assess the extent to which it is providing equitable access, regardless of service location or delivery, to students (2C2-04, 2C2-05, 2C2-06).

Analysis and Evaluation
The College provides appropriate, comprehensive, and reliable student support services that foster learning and development for all students. LASC is committed to increasing educational access for students by providing convenient access to services, both face-to-face and online, that support students as they work toward their academic and career goals.

4. **Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard
The Associated Students Organization (ASO), under the direction of the Dean of Student Services and ASO Advisors, oversees student clubs, Student Government, and special events on campus. Services area outcomes for the department are connected to LASC's mission, vision, and values by providing a learner-centered environment to promote collegiality, excellence, innovation, and civic engagement as outlined in the ASO Constitution (4A2-02). Associate Student Organization members and officers participate in leadership roles of varying levels and conferences throughout the state that promote opportunities for engagement and professional development (2C4-01). District Board Policy 5400 recognizes the Associated Students Organization as the official student voice in district and college decision-making processes (4A2-09), while Board Policy 5420 and LASC ASO By-Laws cover ASO finances and procedures for expending funds (2C4-02, 4A2-03).

Student clubs and organizations also follow sound educational policy and standards of integrity. They align with the college mission by "providing a student-centered and equitable learning environment designed to empower a diverse student population." Individual clubs are not reviewed within the program review process; however, student clubs must follow the established club charter protocol, which includes several standards to maintain integrity, for example, number of student members, faculty advisor, and a constitution (2C4-03). The Charter Form notes that student clubs and organizations must register every fall and spring semester in order to be officially recognized by the College, thus ensuring student clubs and organizations are following established policies and remain viable.

Among the many co-curricular activities available to LASC students, the College boasts a nationally recognized theater program. The student written, directed, and produced play "Criminal" was featured as a Participating Entry at the 2020 Kennedy Center American College Theatre Festival. The program's Experimental Theatre Laboratory regularly produces original

works featuring our students and performs at local venues and campuses (2C4-04). In addition, the Art and English departments both sponsor popular yearly art and spoken word events showcasing the many talents of our students, staff, faculty, and local community (2C4-05, 2C4-06). The Sociology department hosts an annual May Day Teach-in featuring guest speakers (2C4-07) and the Library and Success Center hosts a series of read-ins each academic year (2B-1_20, 2B1-21, 2B1-22).

The Athletics Department promotes collegiality and excellence through its athletics programs and enables student-athletes to achieve their academic, athletic, and personal aspirations in support of the College Mission. Los Angeles Southwest College is a member of the South Coast Conference for Football, Men's Basketball and Women's Basketball. District Board Policy 5700 Intercollegiate Athletics assures that the athletics programs comply with state law, the California Community College Athletic Association (CCCAA) Constitution and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation (2C4-08). At LASC the Athletics department measures efficacy and compliance regularly through the Athletics Program Review, annual EADA report, CCCAA compliance exams, CCCAA R2 and CCCAA R4 forms. The Department abides by regulations in accordance with the California Community College Athletic Association (CCCAA) and Title IX. The LASC Athletics budgets are fiscally sound and managed in conjunction with the administrative services division (2C4-09, 2C4-10, 2C4-11, 2C4-12).

Analysis and Evaluation
Los Angeles Southwest College offers co-curricular and athletic programs that support its mission and contribute to the educational experience of students at LASC. Its co-curricular and athletic programs are conducted following state laws and governing board/association policies and procedures to ensure that standards of integrity are met, and their finances regulated.

5. **The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard
Los Angeles Southwest College provides counseling services to students through multiple methods, including initial orientation as well as throughout the students' academic journey. The Counseling Department is open and staffed year-round and can be accessed both in-person and online Monday through Thursday from 8 a.m. to 6 p.m. and Friday from 8 a.m. to 1 p.m. (2C5-01). Students have access to a variety of counseling and advising programs that orient students to ensure that they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements and the necessary support for student success. These student support programs include General Counseling, CalWORKs, Career Center, Dream Resource Center (DRC), DSPS, EOPS/CARE/NEXTup, Foster Youth, GATEWAYS Housing and Homelessness program, Guardian Scholars, Non-Credit Adult Continuing Education Services (NACES), Nursing, Puente, Promise, Transfer Center, Cougar

Retention Services Center, TRiO Scholars, TRiO STEM, Umoja, and the Veterans Resource Center (VRC) (2A7-09). Staff for these programs are comprised of experienced professionals including both full and part-time counselors as well as classified and student support staff members.

All matriculating students are encouraged to meet with a counselor prior to registration. An Abbreviated Student Educational Plan (ASEP) is created during the first appointment with the student. Within the first semester, the student is recommended to revisit a counselor to construct a Comprehensive Student Educational Plan (CSEP) and is referred to the Career Center and other support services (2C5-02). The Counseling Department's goal is to achieve 100% of students with a student educational plan. Counselors provide orientations and resources to students to ensure that they understand program and policy requirements as relates to degree completion and transfer requirements. Information is published in the catalog and on the College website directing students to the Counseling Department (2C5-01). In addition, as part of the Guided Pathways Initiative the College developed Career and Academic Pathways (CAPs) Counseling Teams which consist of several counselors assigned to work with specific cohorts of students. The counselors become experts in the requirements of the specific program and ensure that students are complying with requirements, progressing, and completing the intended program in a timely manner. The Program Mapper also encourages students to meet with a counselor via the "make an appointment" link (2C5-03).

To promote accuracy and currency of information, the College provides ongoing professional development, training, and support for counselors including attending bi-monthly counseling department meetings, district meetings, and annual retreats (2C5-04).

Analysis and Evaluation
Counseling programs are integral to supporting and encouraging academic, social, personal, and career development and success for all students. Los Angeles Southwest College provides counseling services, including orientation, to students from admission and enrollment through completion of the students' educational and/or personal goals. To ensure timely, current, and updated information is provided to students, the College provides ongoing professional development and training for counselors.

6. **The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard
Los Angeles Southwest College's open admissions policy is consistent with its' mission to provide a student-centered learning environment committed "to empower a diverse student population and the surrounding community to achieve their academic and career goals..." (1A1-01). The Los Angeles Community College District Board Policy 5010 establishes admissions criteria for all District colleges, including Los Angeles Southwest College. This open admissions policy supports the mission of the College and is consistent with Title 5 and the statewide mission for California Community Colleges. The College is open to anyone possessing a high school diploma or who is

18 years of age or older and is able to benefit from the programs and services offered at the College (2C6-01).

Board Policy 5010 also provides for the admission of elementary or secondary students as special full-time or part-time students as long as specific criteria are followed. This provision is highly embraced at Los Angeles Southwest College, as the College has two high schools on campus, Middle College High School, and Bright Star Secondary Charter Academy. Students are encouraged to take college courses while attending one of the high schools on campus. As a result of the high school partnerships, Dual Enrollment programs including high school concurrent enrollment have separate admissions policies to ensure seamless transition to college courses. Information about admissions is available in the college catalog, the College website, and in orientation (2C6-02, 2C6-03, 2C6-04).

The college defines and advises students on clear pathways to completing degrees, certificates, and transfer goals:

The campus Transfer Center advises students on requirements for admissions to four-year schools and regularly has four-year admissions representatives on campus to meet with students (2A10-07).

- International students are assisted with clear guidelines for obtaining student visas and meeting all requirements for maintaining their F-1 visa (2C6-05).
- With the College's implementation of the Guided Pathways Framework, the model which created a structured approach to student success, support services were integrated to make it easier for students to access assistance during every step of their community college experience. The Guided Pathways framework also created a set of clear course-taking patterns that promote informed enrollment decisions to prepare students for future success (2C6-06).
- To support students' completion of their educational goals, the College reworked a Guided Pathways model. Rather than calling their pathway goals Meta Majors, as was the term used across the California Community College system, the College chose to use the term Career and Academic Pathways (CAPs) and established cluster groups of degrees and certificates that are similar from a student's perspective. The following CAPs provide students with clear pathways for the completion of degree and certificate programs:
  - Arts, History and Language
  - Behavioral and Social Sciences
  - Business and Entrepreneurship
  - General Studies and Undecided
  - Health and Human Services
  - Non-credit Adult and Continued Education Services
  - Sciences, Technology, Engineering and Mathematics

In order to keep students focused on clear pathways to completion, the College utilizes academic and career counselors aligned with Career and Academic Pathways. The counseling faculty assists students with the identification of potential career goals and completion of student educational plans (2C6-06).

Analysis and Evaluation

The College adheres to admission policies aligned with its mission that specify the qualifications of students appropriate to each program. The College clearly defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.

7. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Evidence of Meeting the Standard

The College follows the admissions policies and practices consistent with its mission and the LACCD. The College utilizes the "CCCApply Admissions Application" system, which is a statewide online application for the California Community Colleges, to facilitate the admissions process. CCCApply is a secure system created by the California Community Colleges Chancellor's Office (CCCCO), which collects and provides data to satisfy state and federal regulations and compliance obligations (2C7-01). The Admissions webpage, accessed through the "New Students" tab, also provides video links to walk students through the admissions process (2C7-02). The District admissions managers work collaboratively to enforce those practices and policies to assure that there is no bias or complicity to the admissions process. Additionally, the Admissions and Records Office participates in the campus' Non-Instructional Program Review (NIPR) process to evaluate its effectiveness (2C7-03).

In response to California Assembly Bill 705, Los Angeles Southwest College eliminated math and English assessment instruments and began using the CCCO approved Multiple Measures Assessment Project (MMAP) placement criteria to maximize the probability students enter and complete transfer-level English and math coursework within one year. With multiple measures assessment students self-report information about their high school experience (GPA, courses, grades, etc.) Students who do not provide sufficient information are encouraged to see a counselor to complete a Guided Self-Placement process. This methodology is in line with the RP Group's Multiple Measures Assessment Project (MMAP) recommendations and the California Community Colleges Chancellor's Office guidance and instruction and therefore has been validated and assessed for disproportionate impact at the California Community Colleges system level (2A4-04). The multiple measures process provides students with math and English support recommendations to maximize successful course completion (2A4-02, 2A4-03).

Per AB 705, colleges also need to ensure that English Language Learners have a pathway to complete transfer-level English coursework within three years. Each LACCD college uses its own criteria for ESL placement. In most cases, this process involves a combination of a placement exam score and the Multiple-Measures Assessment Project (MMAP) placement criteria, which offers students placement recommendations based on their anticipated success rates using self-reported high school performance data (such as grade point average). If a student successfully had four years of English courses in high school, even if they took ESL courses while in high school, they could directly enroll in college-level English and math courses using multiple measures recommendations to comply with AB 705. Students who would benefit from ESL can choose to take appropriate ESL courses rather than automatically place into English 101. At LASC, in addition to multiple measures assessment, students can take an optional CASAS intake evaluation

to determine their appropriate ESL course level and optional support. The college offers a clear pathway to transition from Noncredit ESL to credit and transfer level English 101 (2A4-05).

Analysis and Evaluation
The College consistently engages in the evaluation of admissions and placement tools to validate their effectiveness. The program review process evaluates the effectiveness of the practices, policies and procedures, and instruments used by Admissions and Records.

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

Evidence of Meeting the Standard
The College maintains student records permanently, securely, and confidentially. Student academic and registration records for all LACCD campuses are maintained within the LACCD Student Information System by District staff pursuant to established procedures for records management that comply with the requirements for the California Public Records Act (2C8-01) and Title 5 as outlined in Board Policy 3310 (2C8-02). Students access their own information by entering their student identification number and personal identification number (PIN) through the student portal (2C8-03).

Admissions and Records staff members are trained to ensure accuracy of registration transactions and are continually trained by LACCD legal counsel on policies and procedures to maintain confidentiality, security, and maintenance of student records in compliance with the Family Educational Rights and Privacy Act (FERPA) and Title 5 of the California Education Code (2C8-04).

The College releases student records in accordance with FERPA and District guidelines. The faculty, administration, and clerical staff members have access to these files if such access is necessary for the completion of their official duties. Other than directory information, LASC does not release student records without a student's consent unless it is a request from an exception group such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge as outlined in Board Policy 5040 and Administrative Procedure 5040 Student Records, Directory Information, and Privacy (2C8-05, 2C8-06). Students may notify the College, in writing, that directory information should not be released. The Office of Admissions and Records maintains documentation of individuals or organizations that request or receive student record information. Information on the release of student records is published in the LASC Catalog (2C8-07).

Analysis and Evaluation
The College, in collaboration with the District, follows accepted practices for maintaining student records permanently, securely and confidentially. The College follows State and District regulations and publishes policies and procedures regarding the release of student records.

Conclusions on Standard II.C: Student Support Services

The college regularly evaluates the quality of services, regardless of location or means of delivery, primarily, through its program review process to ensure continuous improvement, support of student learning, and realization of the Mission. Los Angeles Southwest College also uses data to identify and assess learning support outcomes and to continuously improve student support programs and services. Through that practice the college ensures that its diverse student body can benefit from its student support services and achieve learning support outcomes.

To assure equitable access for all students the College provides appropriate, comprehensive, and reliable student support services that foster learning and achievement, regardless of location or method of instruction. To build on the atmosphere of equity, LASC offers co-curricular and athletic programs that support its mission and contribute to the educational experience of its students. Co-curricular and athletic programs are conducted with sound educational policy and standards of integrity, including the regulation of their finances.

To support student development and success, the College prepares faculty and other professionals for the advising function; it orients students to ensure they understand the requirements of their selected program of study; and it provides accurate, timely, and useful information related to all academic requirements.

The College adheres to admission policies aligned with its mission that specify the qualifications of students appropriate to each program. The College also defines and advises students on clear pathways to facilitate completion of degrees, certificates, and transfer goals. Further, the college regularly evaluates admissions and placement tools to validate their effectiveness; LASC makes use of its Program Review process to evaluate the effectiveness of its practices, policies and procedures, and instruments used by the institution.

The College, in collaboration with the District, maintains student records permanently, securely, and confidently with provisions securing backup of all files. Los Angeles Southwest College follows State and District regulations and publishes policies and procedures regarding the release of student records.

Evidence List Standard II.C

Standard II.C.1
2C1-01_CommStudIPR
2C1-02_AnRNIPR
2C1-03_CounselingNIPR
2C1-04_AIChatBot
2C1-05_OnlineOrientation
2C1-06_LACCDStudSurvey

Standard II.C.2
1A2-01_20212026SEMP
1B2-09_SSOAUOAssmnt
1B3-04_ISSProgReviewData

1B3-05_ISSDashboardData
1B5-03_StudSatSurveyData
1B6-01_SEP
1B6-02_SEAAnnualReport
1B6-03_DisagDashboardData
2C2-01_SSOs
2C2-02_DRCIPR
2C2-03_CCCCODataMrtStudSrv
2C2-04_VeteransNIPR
2C2-05_CalWORKsNIPR
2C2-06_FinAidNIPR

Standard II.C.3
2021-2022LASCCatalog
Summer2022ClassSchedule
1A1-01_MissionStmnt
1C9-01_BP1200
2C2-04_VeteransNIPR
2C2-05_CalWORKsNIPR
2C2-06_FinAidNIPR
2C3-01_ResourcesSupport
2C3-02_NewStudentsWeb
2C3-03_CurrentStudentsWeb
2C3-04_SISStudentView
2C3-05_DSPS
2C3-06_OnlineServices
2C3-07_OnlineLearning
2C3-08_OnlineTutoringSSC
2C3-09_OutreachPres

Standard II.C.4
2B1-20_ObamaReadIn
2B1-21_HaddishReadIn
2B1-22_ComptonDiagReadIn
4A2-02_ASOConstitution
4A2-03_ASOBylaws
4A2_09_BP5400
2C4-01_ASOAgendaMins
2C4-02_BP5420
2C4-03_ASONewClubCharter
2C4-04_TheatreRecognition
2C4-05_ArtShows
2C4-06_STWflyers

2C4-07_MayDayTeachin
2C4-08_BP5700
2C4-09_EADAReport2021
2C4-10_AthleticsNIPR
2C4-11_CCCAAR2
2C4-12_CCCAAR4

Standard II.C.5
2A7-09_StudentSrvcsPrograms
2C5-01_CounselingWebpage
2C5-02_CSEP
2C5-03_PMAppointmentlink
2C5-04_RetreatAgenda

Standard II.C.6
1A1-01_MissionStmnt
2A10-07_TransferEvents
2C6-01_BP5010
2C6-02_AdmissionsCatalog
2C6-03_AdmissionsWebsite
2C6-04_OnlineOrientation
2C6-05_F1VisaAdmissions
2C6-06_GPWebsite

Standard II.C.7
2A4-02_MathPlaceNonStem
2A4-03_EnglishPlacement
2A4-04_AB705WebInfo
2A4-05_NCtoCreditESL
2C7-01_AdmissionApplication
2C7-02_AppProcessVideo
2C7-03_AdmissionsNIPR201920

Standard II.C.8
2C8-01_BP3300
2C8-02_BP3310
2C8-03_SISLoginProcedure
2C8-04_FERPA
2C8-05_BP5040
2C8-06_AP5040
2C8-07_RecordsandInfoRelease