LOS ANGELES SOUTHWEST COLLEGE

Self Evaluation Report

Accreditation

2016

Los Angeles Southwest College

Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation

Submitted by:
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

December 2015

Certification of the Institutional Self Evaluation Report

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:
Linda Rose, Ed.D.
President, Los Angeles Southwest College
1600 West Imperial Highway
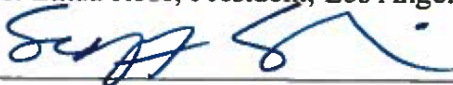Los Angeles, CA 90047

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Linda Rose, President, Los Angeles Southwest College

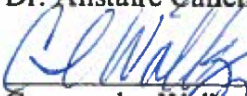Scott Svonkin, President, Board of Trustees

Francisco C. Rodriguez, Chancellor, L.A. Community College District

Dr. Lawrence Bradford, Accreditation Liaison Officer

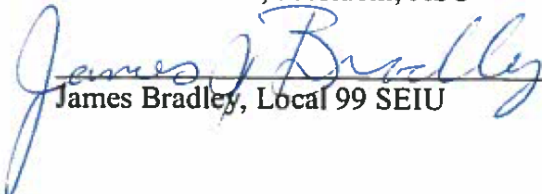Dr. Alistaire Callender, President, Academic Senate

Cassaundra Walker, Chair, AFT College Staff Guild—1521A

Dr. Sandra Lee, LASC Chapter President, AFT Faculty Guild—1521

Pedro Montalvo, President, ASO

James Bradley, Local 99 SEIU

Lynn Bebelle, Local 721 Supervisory

Nicholas Crown, Local 45 Crafts

Table of Contents

INTRODUCTION

A. Introduction

History of Los Angeles Southwest College

Los Angeles Southwest College (LASC) was founded in 1967, a product of decades of hard work, vision, and perseverance to achieve the dream of a dedicated group of community activists.

Today, the two-year college, part of the Los Angeles Community College District, offers a range of programs that meet the community's needs, including college transfer services, occupational training, community services as well as general, transitional and continuing education.

Located on a 78-acre site on West Imperial Highway in South Los Angeles, LASC awards Associate's Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. More and more students each year are also taking part in online Distance Education courses, providing a new avenue for students to receive an LASC education.

LASC's students come from a wide service area, including Los Angeles and portions of Gardena, Hawthorne and Inglewood. More than half of the student body is made up of first-generation college students. The college also serves international students from dozens of countries.

LASC houses an array of state-of-the-art facilities, including its recently renovated Library and Little Theater as well as the brand new School of Career and Technical Education building, where students receive top-notch instruction from a dedicated group of educators.

The college's principal founder, Mrs. Odessa B. Cox, and a small group of community members started their efforts to bring a comprehensive community college to South Los Angeles in 1947 and formed a citizen's group, the South Central Junior College Committee, in 1950. The diverse group influenced the Los Angeles Unified School District Board of Education, which oversaw Los Angeles community colleges, to purchase 54 acres of land for $3,500 per acre in 1950 from the Union Oil Company at the corner of Western Avenue and Imperial Highway—the eventual site of Los Angeles Southwest College—for the purposes of building a school of higher learning. Another 16 acres would be purchased for $14,230 per acre from Union Oil in 1964. A sign was placed on the site in 1950 announcing the college's expected arrival, but many years would pass before construction would begin.

That day would arrive rather quickly after the "Watts Rebellion," a violent outbreak from August 11-17, 1965, during which 34 people died and more than 1,000 people were injured. A California commission, under Gov. Pat Brown, later determined that the rebellion was caused by locals' resentment toward police as well as a lack of jobs and educational opportunities for African-Americans. Sandra Cox, daughter of Odessa Cox, and many others believed the riots caught the attention of the Los Angeles Unified School District and led to LASC being fast tracked to development.

In January 1967, the LAUSD school board would earmark $2 million to open the college campus at Western Avenue and Imperial Highway. At 3:30 a.m. July 11, 1967, the first of 13 bungalows were delivered to the site from Los Angeles City College. Classes started September 11, 1967, with more than 600 registered students and 22 full-time faculty members.

In the 1970s, the college erected four permanent buildings, but the discovery of earthquake faults in 1991 caused the demolition of two buildings in 1994. The college replaced much of the demolished space with a state-of-the-art athletic complex, a technical education building, and a lecture/laboratory building. In 2003, the college developed a facilities master plan, and, as part of that process, it discovered that a large portion of the 78 acres site is not suitable for building.

In spite of challenges, the college has been in the midst of construction growth. With the passage of three bonds, Proposition A in 2001, Proposition AA in 2003, and Measure J in 2008, the college has continued to build out the campus, which has included the construction of the Thomas G. Lakin Physical Education Center, Student Services Building, Child Development Center, athletic stadium and field house, Maintenance and Operations facility, multi-level parking structure and more.

The Athletics Department is housed in the Lakin Center, which is a state-of-the-art sports complex with world-class amenities. The complex features an Olympic-sized outdoor pool, physical therapy pool, fitness center, and dance studio. LASC offers students intercollegiate athletics and competitive team sports in football as well as men's and women's basketball.

Thanks to Measure J, on April 2, 2015 LASC celebrated a grand opening of the new School of Career and Technical Education building as well as the renovated, modernized and upgraded Cox Building, which includes the refurbished Little Theater and Library.

A partnership with the Los Angeles Unified School District has also resulted in the construction of Middle College High School on the campus of LASC. Dozens of Middle College High students take college courses at LASC to obtain their Associate's Degree while meeting the requirements for a high school diploma.

Since its opening, LASC has established itself as a key force in the educational, recreational and cultural development in the region. Several academic and occupational programs have distinguished themselves over the years, including the Nursing and Child Development departments.

Today, LASC's student body has increased to more than 8,000 students. More than 300 faculty, staff, and administrators at LASC are also looking to help students find academic success.

Description of Service Area

LASC serves a socioeconomically and ethnically diverse community. In addition to southwest Los Angeles, our service area includes the communities of Gardena, Hawthorne,

Inglewood, Compton, and Lynwood. Our service area has a lower median household income and a higher rate of poverty than both Los Angeles County and the state of California.

Median Household Income (Dollars)		
LASC Service Area	Los Angeles County	California
$40,381	$55,746	$61,933

Source: **2009-2013** American Community Survey 5-Year Estimates, U.S. Census Bureau

POVERTY STATUS IN THE PAST 12 MONTHS		
LASC Service Area	Los Angeles County	California
27.9%	18.7%	16.4%

Source: **2009-2013** American Community Survey 5-Year Estimates, U.S. Census Bureau

LASC's service area is experiencing demographic changes that will impact the college over the course of the 2014-2020 Strategic Plan. The ethnic composition of the area has gradually changed over the past 20 years and is projected to continue changing into the next decade. In the early years of LASC's existence, the LASC service area was composed of a predominantly Black/African-American population. Over the past 20 years, this community has become predominantly Hispanic. According to the 2000 U.S. Census, 49.7 percent of our service area's residents were Hispanic. In 2010, this number increased to 58.9 percent. Population projections suggest that this trend will continue over the course of the next five years.

Over the past five years, LASC's Black/African-American student population has declined, while the Hispanic student population has increased. However, the trends in the student population have not reached the magnitude of the change in the LASC service area. In 2013, the LASC service area population was 61 percent Hispanic and 30 percent Black. In fall 2014, LASC's credit student population was 33 percent Hispanic and 56.8 percent Black.

Ethnicity of Residents in LASC Service Area

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.
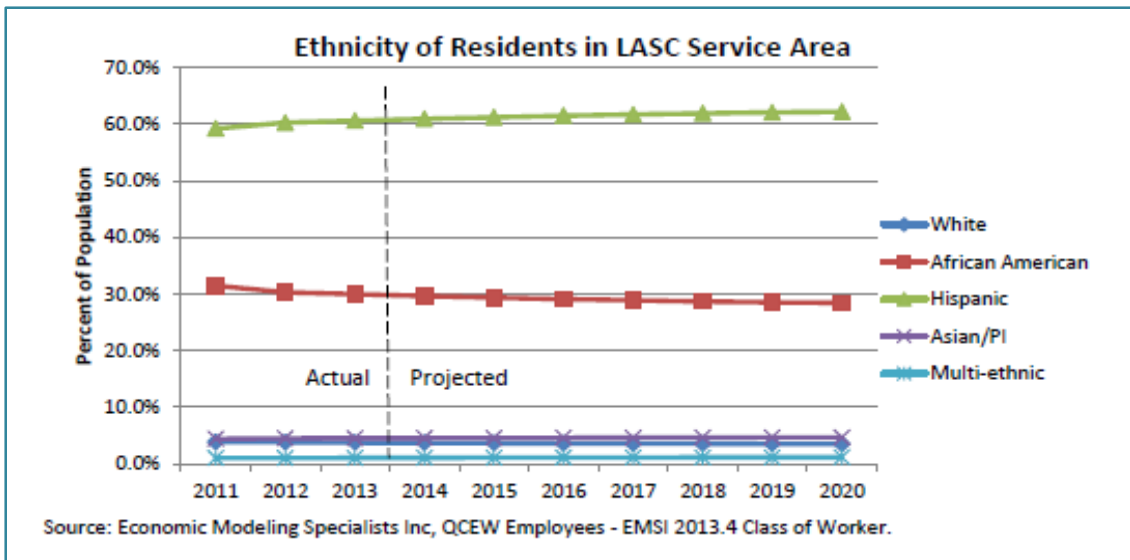
With continued influx of Hispanics and Blacks moving in and out of the service area, it is likely that the LASC student population will continue to change and will become more representative of our service area.

2010-2014 LASC Credit Student Ethnicity
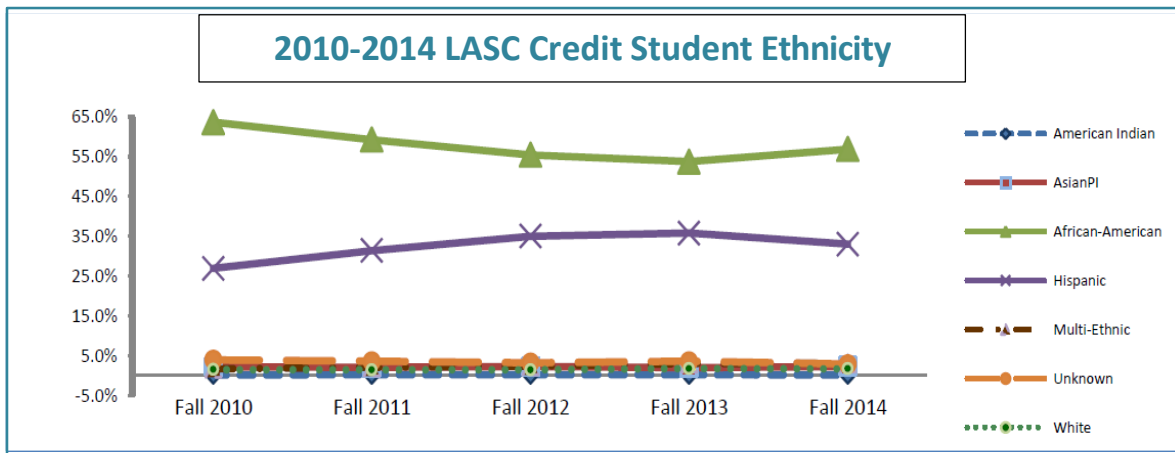
In order to best serve the needs of our community, LASC must ensure that we are meeting the needs of our Hispanic and Black/African-American student population. This includes offering programs and services that can provide the most benefit to this community.

In spite of the ethnic changes occurring in both the service area and student population, there is little change in the relative percentage of males and females in both our service area and student population. For the last five years, males have been under-represented in our student population. In 2013, males made up 48.4 percent of the service area population, but they only composed 31 percent of our student population.

2011-2020 Gender of Residents in LASC Service Area

Percent of Population

	Males	Females
2011	48.3%	51.7%
2012	48.4%	51.6%
2013	48.4%	51.6%
2014	48.4%	51.6%
2015	48.4%	51.6%
2016	48.4%	51.6%
2017	48.4%	51.6%
2018	48.4%	51.6%
2019	48.4%	51.6%
2020	48.4%	51.6%

Actual | Projected

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.

2010-2014 LASC Credit Student Gender

	Female	Male
Fall 2010	70.8%	29.2%
Fall 2011	70.9%	29.1%
Fall 2012	69.5%	30.5%
Fall 2013	68.9%	31.1%
Fall 2014	69.1%	30.9%

LASC's community is experiencing changes to the age of its residents. Across the U.S. and California, baby boomers are reaching retirement age as the birth rate is declining. As a result, our community is aging. This trend is expected to continue well into the future.

Age of Residents in LASC Service Area

Source: Economic Modeling Specialists Inc, QCEW Employees - EMSI 2013.4 Class of Worker.
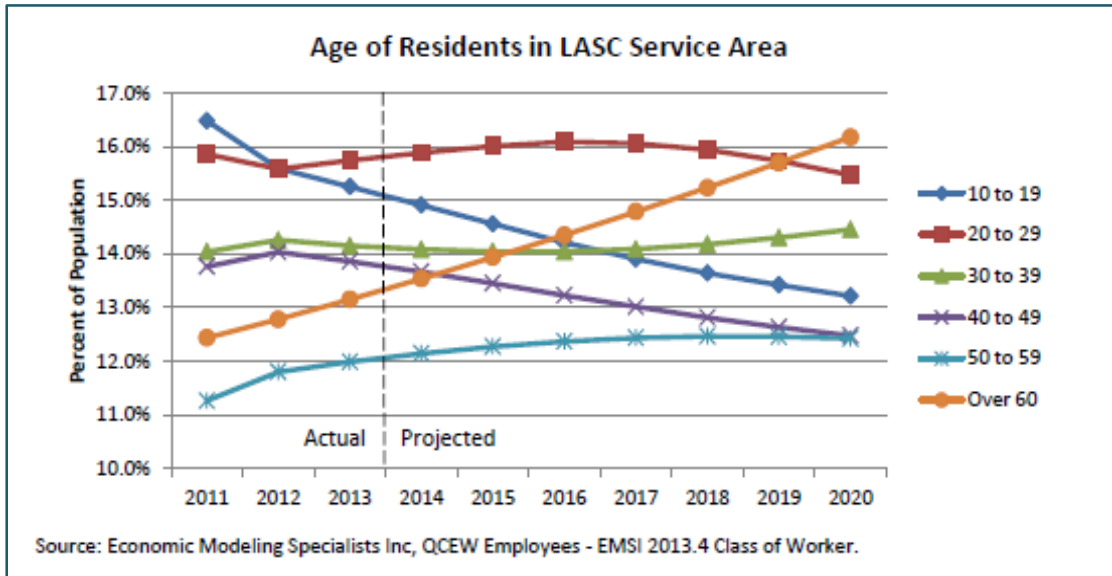
Age of Residents in LASC Service Area

There are expected to be fewer 19 and under year olds in 2020 (the last year of the Strategic Plan) than in 2014 (the first year of the plan). Further, the school-age population (i.e. age 10 to 19) is projected to decrease by 11 percent between 2014 and 2020. Thus, in each successive year of the 2014-2020 LASC Plan, there will be a smaller pool of potential students for LASC to draw its enrollment from. This is trend is also supported by the State of California's high school graduate projections for Los Angeles County.
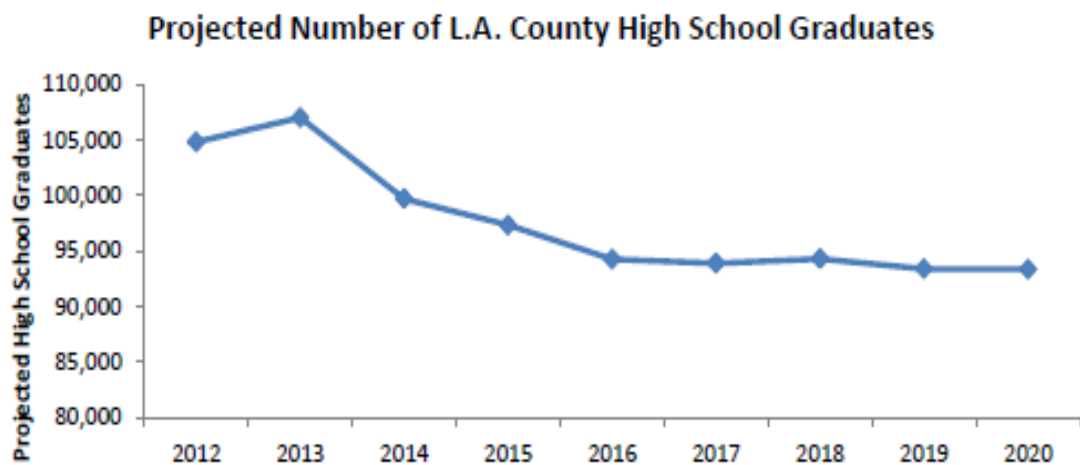
Source: CA Dept of Finance, December 2013 California Public K-12 High School Graduate Projections by County.

Likewise, LASC is beginning to see a decline in the "19 or less" age group.

LASC 5 Year Credit Students - Age Group Trend

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19 or less	37.3%	27.8%	27.5%	27.5%	19.3%
20-24	21.5%	27.0%	26.5%	26.5%	30.2%
25-29	12.3%	14.5%	14.3%	14.7%	16.4%
30-34	8.5%	8.8%	9.5%	8.8%	9.8%
35-39	6.3%	6.5%	6.0%	6.0%	7.0%
40-49	9.5%	9.5%	9.5%	8.5%	8.5%
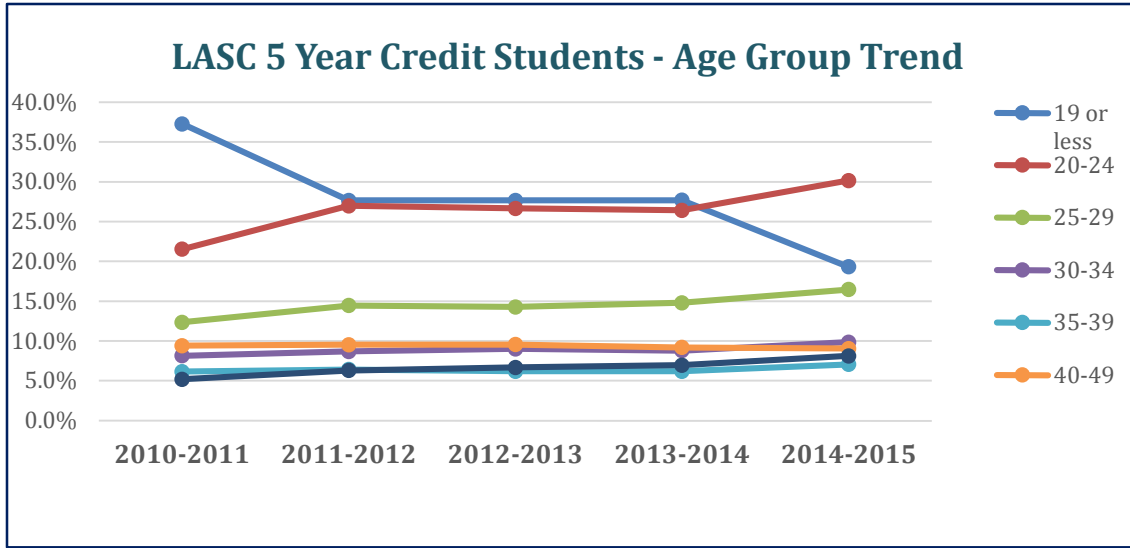
If this trend continues, LASC will face more competition from other local community colleges when trying to recruit new students. However, this pattern is not occurring in isolation. The improving economy will likely compound the effects of this trend. Thus, LASC is facing a short-term future where there is a smaller total pool of potential students who also have viable employment alternatives to community college.

Although the LASC service area is aging, the LASC student population has not shown a similar pattern. A number of analyses, however, have demonstrated that younger LACCD students are more likely to complete a degree, certificate, and/or transfer than older students.

Enrollment Trends and Description of Student Population

Student Services Area

LASC - Students by Service Area

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Business	7.8%	8.0%	8.9%	8.3%	8.2%
Out of Service Area	11.9%	12.8%	11.8%	11.7%	10.8%
Extended	18.0%	18.2%	17.2%	17.4%	16.7%
Central	62.3%	61.1%	62.1%	62.6%	64.4%
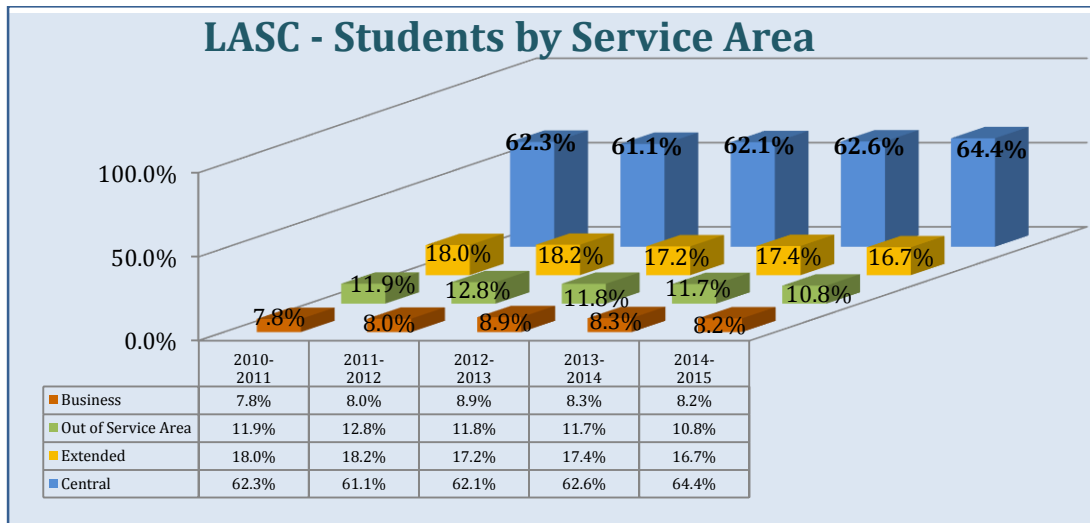
LASC has consistently enrolled students from our Central Service Area for the past five years with a slight increase (1.8 percent) of students from 2013-2014 to the 2014-2015 academic year. LASC enrollments from the Central Service area yielded 63.5 percent of the credit enrollments and 58.3 percent of the credit student population on average over the past five years.

Credit and Non-Credit Enrollments and Headcount

LASC in the last five years had a peak in enrollments in 2013-2014 (fall and spring). This peak in enrollments allowed the college to take advantage of an opportunity to grow in FTES and receive funding above the usual from the state. The growth was primarily in the credit enrollments (21.6 percent increase). There was a 16 percent decrease in credit and non-credit enrollments from 2013-14 to 2014-15 with the greatest drop in credit enrollments (decrease of 15.3 percent) and a 20.7 percent drop in Non-credit enrollments.

Credit and Non-Credit Student Enrollments
2010-2011 through 2014-2015

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Credit	4,923	6,735	6,630	6,502	5,157
Credit	35,555	29,993	31,982	38,901	32,964
Total	40,478	36,728	38,612	45,403	38,121

Credit   Non-Credit   Total
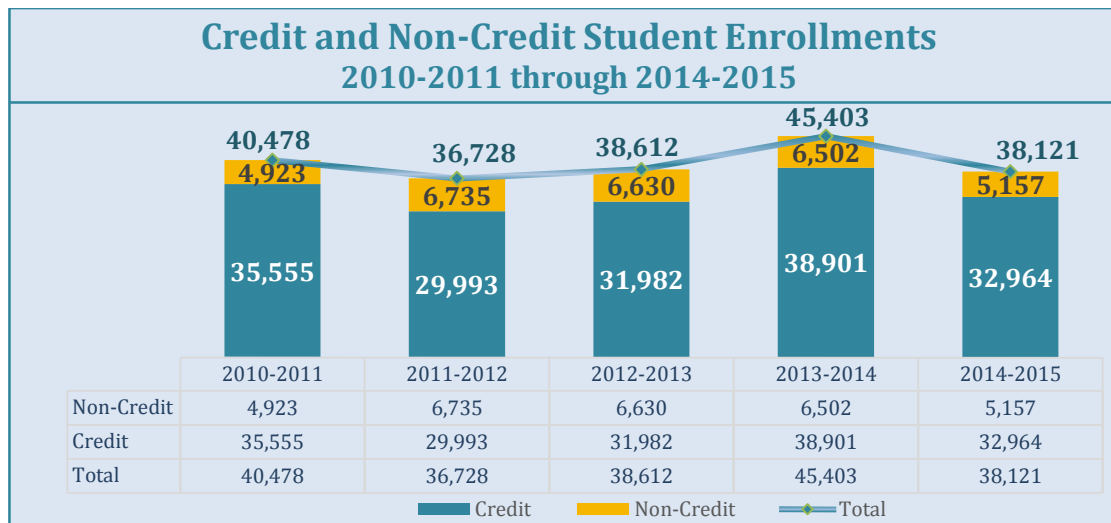
The increased FTES growth in 2013-14 fostered an increase in credit and non-credit headcount by 9.9 percent (with an increase of 10.3 percent in credit headcount and 7.7 percent increase in non-credit headcount). The 11.7 percent decrease from 2013-14 and 2014-15 resulted in a 12.7 percent decrease in credit and only a 3.3 percent decrease in non-credit headcount as the growth of enrollments were primarily in credit courses.

Credit and Non-Credit Student Headcount
2010-2011 through 2014-2015

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Credit	1,703	1,880	2,212	2,382	2,304
Credit	10,259	9,762	10,018	11,054	9,647
Total	11,962	11,642	12,230	13,436	11,951
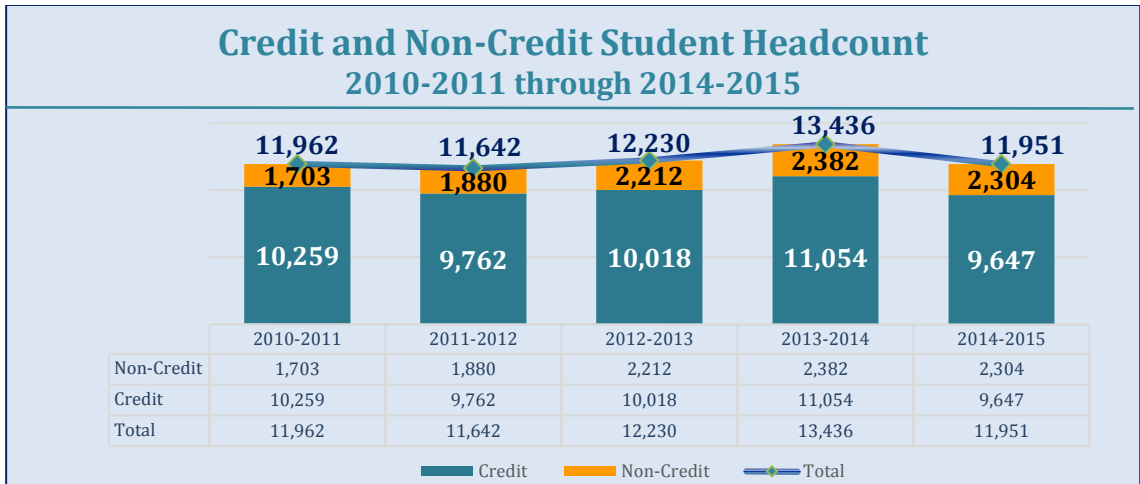
LASC in this five year period saw the most decrease in the "19 or less" credit students age group with an 18 percent decrease in students, while seeing the greatest increase in the "20-24" age group with an 8.6 percent increase. The rest of the age groups showed a gradual increase in headcount over the five-year period.

Credit Students by Age Group
2010-2011 through 2014-2015

	19 or less	20-24	25-29	30-34	35-39	40-49	50+
2010-2011	37.3%	21.5%	12.4%	8.1%	6.1%	9.4%	5.2%
2011-2012	27.7%	27.0%	14.5%	8.7%	6.4%	9.5%	6.3%
2012-2013	27.7%	26.7%	14.3%	9.0%	6.2%	9.6%	6.7%
2013-2014	27.7%	26.4%	14.8%	8.8%	6.2%	9.2%	7.0%
2014-2015	19.3%	30.2%	16.5%	9.8%	7.0%	9.0%	8.1%
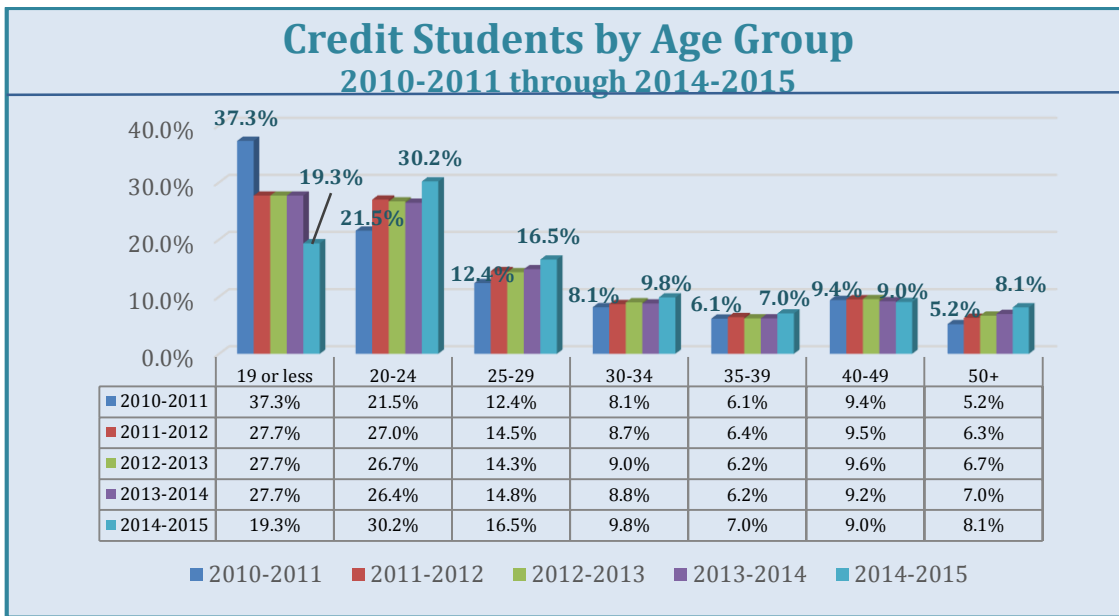
LASC's credit student population is primarily Black/African-American. Over the past five years, although the Black/African-American population has decreased from 2010-11 to 2013-14 by 9.2 percent, from 2013-14 to 2014-15, the population has increased by 3.2 percent. Meanwhile, the Hispanic population increased by 8.4 percent from 2010-11 to 2013-14 with a slight decrease in 2014-15 (3.1 percent). The other ethnic groups have been pretty stable in the percentages.

Credit Students by Ethnicity
2010-2011 through 2014-2015

	American Indian	Asian	Black/African American	Hispanic	Multi-Ethnic	Other	Pacific Islander	Unknown	White
2010-2011	0.2%	1.9%	63.0%	27.0%	1.7%	0.3%	0.3%	4.0%	1.5%
2011-2012	0.2%	2.2%	57.4%	32.3%	2.2%	0.2%	0.3%	3.4%	1.8%
2012-2013	0.2%	2.0%	54.8%	35.0%	2.6%	0.1%	0.2%	3.0%	2.0%
2013-2014	0.7%	2.2%	53.8%	35.4%	1.9%	0.0%	0.3%	3.2%	2.4%
2014-2015	0.2%	2.2%	57.1%	32.4%	3.4%	0.0%	0.3%	2.5%	2.0%
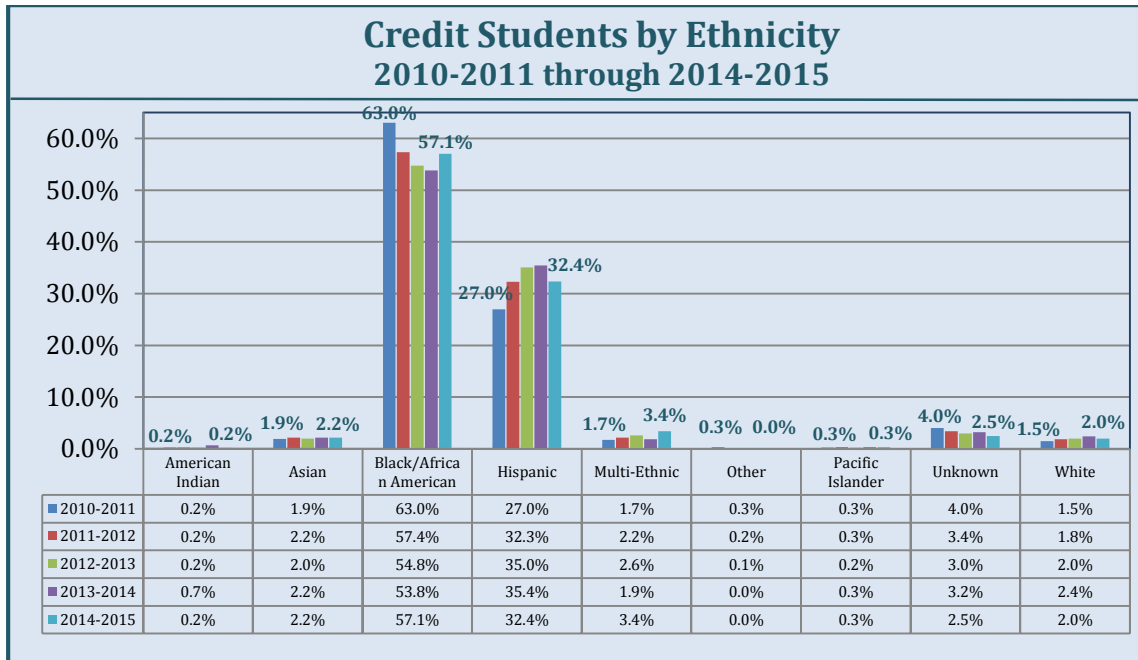
LASC is seeing the fruit of our labor as it relates to increase the male students population. Although the credit students' gender percentage has been stable over the last five years, there has been a 1.7 percent increase in the male population rom 2010-11 to 2014-2015.

Credit Students by Gender
2010-2011 through 2014-2015

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Male	29.4%	30.5%	31.0%	31.3%	31.1%
Female	70.6%	69.5%	69.0%	68.7%	68.9%
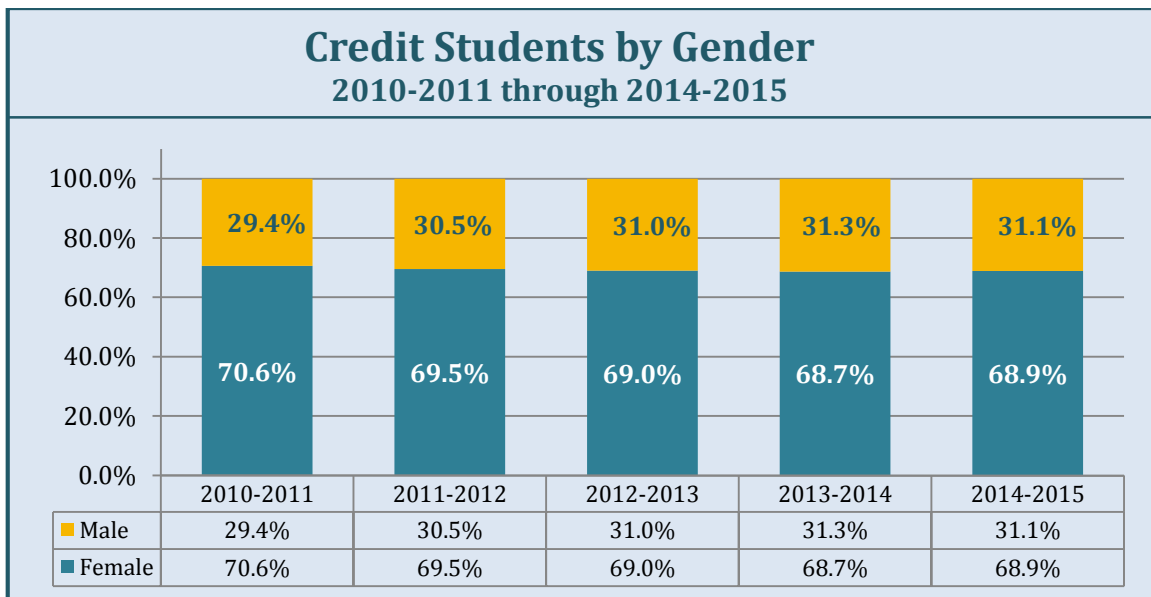
Although most of our students come from low-performing high schools, they are increasingly stating that their educational goal is to transfer to a 4-year university. Thus, many students view LASC as one step along a longer educational path. From 2010-11 to 2014-15, there was a 12.3 percent increase in students who were focused on transferring to 4-year universities, with a 5.6 percent increased from 2013-14 to 2015-16. The Student Support Services Program (SSSP), which requires students to complete the matriculation process early on, is fostering

an increase of students who declare a major, decide on their educational goals and take placement tests in English and math early on which will increase the number of students graduating in a timely manner.

LASC Credit Students Educational Goals
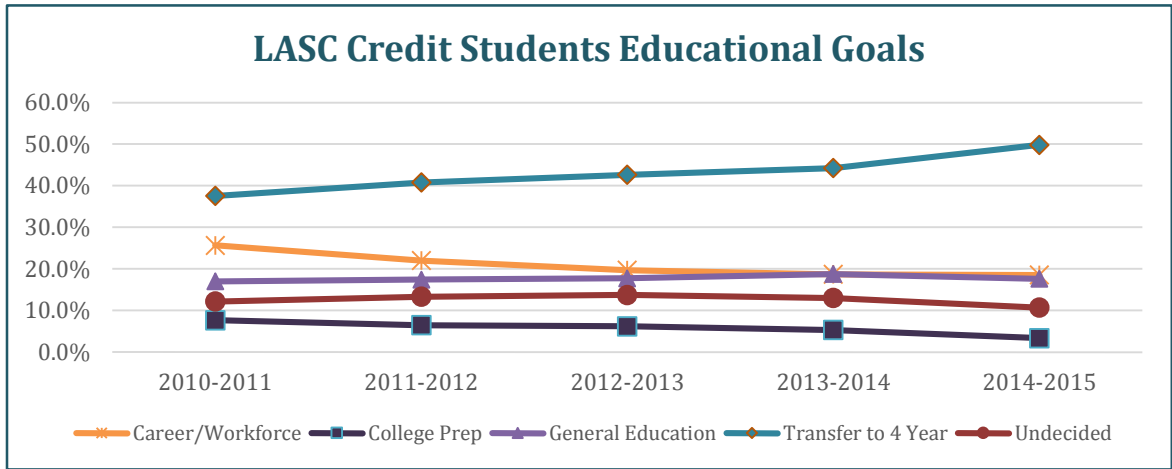
The path to transfer, however, is still not a short one. While the current percentage of students who need remediation in English is still high (76 percent), there has been a 12 percent improvement in the number of students needing remediation as compared to fall 2013 (88 percent).

Fall 2014 LASC English Assessments
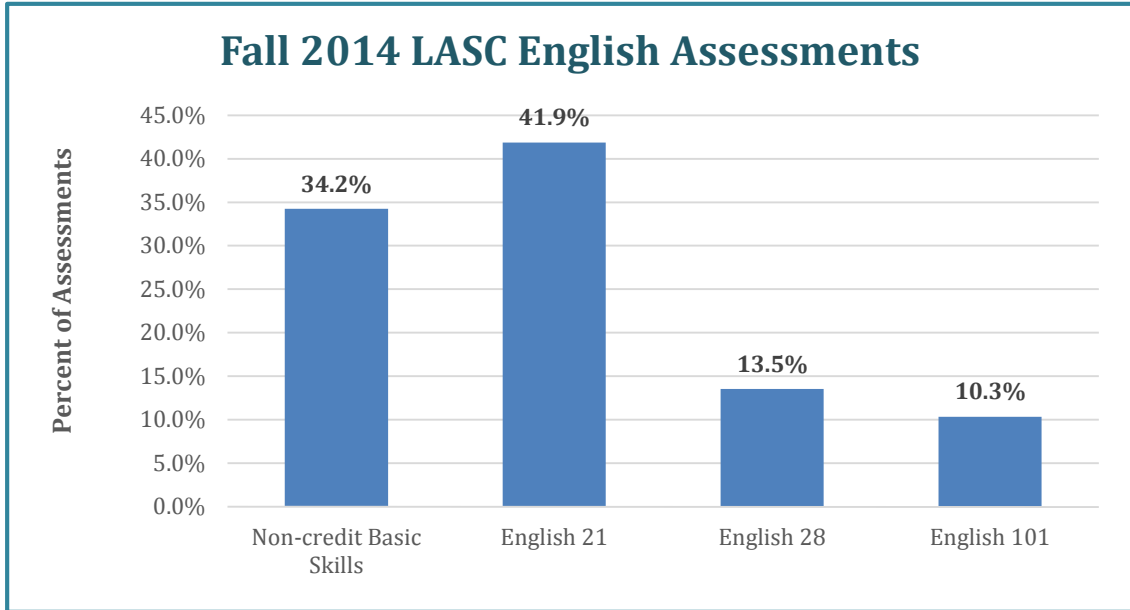
Math still presents a developmental climb as 87.6 percent of students assessed require remediation in math. Furthermore, 77.5 percent of students assess into the noncredit levels of the math sequence.

Fall 2014 LASC Math Assessments
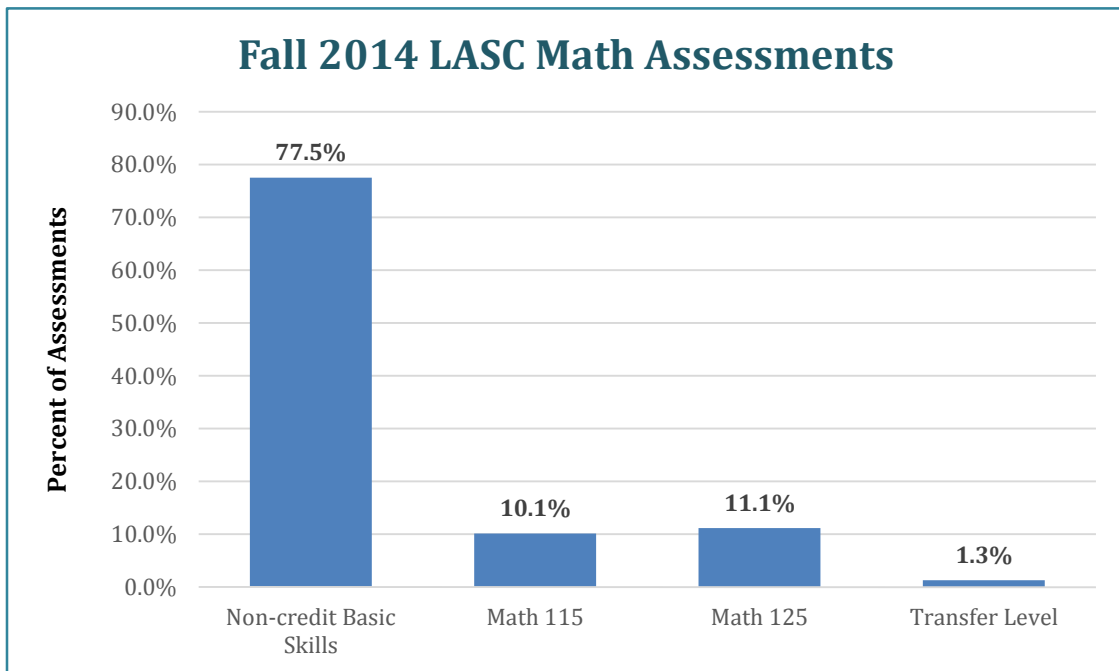
A student who assesses into noncredit math and English will require three semesters of remedial English and math before they are able to enroll in transfer-level English and math. However, remedial math courses have the lowest course success rates in the college. Thus, it is more likely that a student will require at least four semesters, or two years, of remedial English and math courses before even attempting transfer-level English and math. Thus, the odds of transferring to a 4-year university within two years are very low. Further, students with remedial English and math skills are less likely to pass other courses that require college-level English and/or math. A student with an eighth grade reading level, for instance, will likely not perform well in a college-level political science course. Thus, it is important that LASC moves students through the remedial sequences as efficiently as possible, so that students are able to achieve their goals in a reasonable timeframe.

LASC students also face external pressures that impact the length of time they are able to devote to their studies. A spring 2012 survey indicated that nearly 40 percent of LASC students work more than 20 hours per week. In addition, 52 percent of students said that financial factors were a moderate or major problem in their academic success. Further, 26 percent of LASC students have children under the age of 5, and 30 percent of LASC students have children between the ages of 6 and 18. As a result of these many external demands, only 23 percent LASC students attended full time in Fall 2013. Thus, the vast majority attend part time, which means that they are not able to accumulate units as quickly. This further increases the length of time it takes LASC students to reach their educational goals.

<u>Unit Load Distribution</u>

LASC is seeing a slow increase in the percentage of students who are moving from part-time to full-time, which has leveled off in the 2014-15 academic year. This increase in full-time student enrollments is fostered by the 7.9 percent increase in full-time student enrollments from fall 2012 to fall 2014, with a 3.5 percent increase in students who took a full load from fall 2013 to fall 2014. Likewise, there has also been an increase of 2.3 percent in students taking "6 to 11 units" from fall 2013 to fall 2014. This increased momentum in students taking a full-time load will increase the number of students who will have a better opportunity to graduate within five years, which in turn will improve graduations rates.
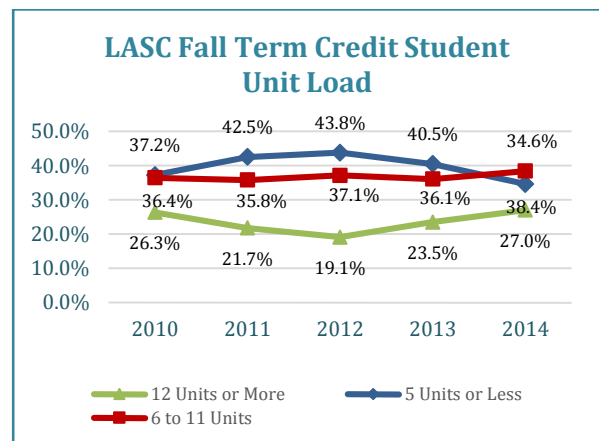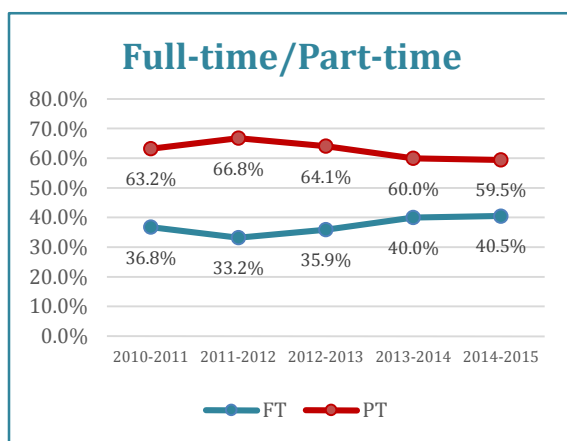
DATA/ORGANIZATION

B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

Los Angeles Southwest College (LASC), in accordance to our shared governance process, has developed the following strategic goals that are related to LASC's mission and is in consonance with the LACCD's strategic goals. They are as follows:

1. **Access and Preparation for Success**: Improve equitable access to a high-quality education that promotes student success.
2. **Success**: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. **Institutional Effectiveness and Accountability**: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. **Resources**: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. **Collaboration and Partnerships**: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions. Student Achievement – Degrees and Certificates.

The Strategic goals are a template LASC uses to accomplish our *Mission:* In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.

The Strategic Planning Committee, which is composed of representative of all campus committees, met in March 2015 to collegially set the standards for each Strategic Plan Measure (this is also a requirement for ACCJC). Standards were discussed in the SPC Committee and set for five measures. In the discussions, the SPC wanted to ensure that the standards that were set were reasonable and achievable. Discussions of how to achieve the newly set standards were to be taken back to various areas for discussion and to develop plans to achieve them.

LASC is currently in the Program Review cycle for which programs will review success data and develop strategies for improvement in their respective programs and departments.

LASC's focus for the past five years has been to increase the success, retention and graduation rates of our Black/African-American and Hispanic males. In reviewing the Chancellor's Office Scorecard data, although the trend of most indicators peaked in 2011-2012 and have slightly declined in 2013-2014, there are indications in these data that the minority male population is beginning to show progress from LASC's various initiatives. The overall Completion Rate Indicator Measure focuses on the "Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years

through 2013-14 who completed a degree, certificate or transfer-related outcomes." The males "Overall Completion Rates" are higher than the female population by 3.5 percent. LASC's current initiatives are also focusing on the unprepared student for which the data shows improvement in the underprepared males whose completion rates are greater than the female students' and an improvement in the unprepared Hispanic students' completion rates.
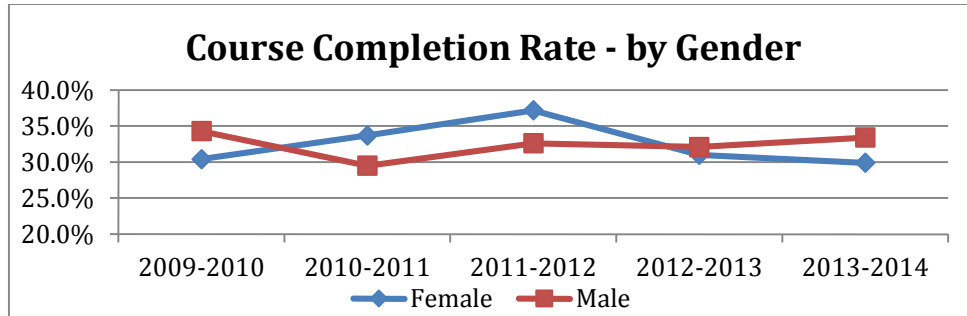
Course Completion Rate - by Gender

Source: Los Angeles Southwest College Student Success Scorecard

Course Completion Rate - by Ethnicity

Source: Los Angeles Southwest College Student Success Scorecard

Completion Rate Unprepared - by Gender

Source: Los Angeles Southwest College Student Success Scorecard

Completion Rate Unprepared - by Ethnicity
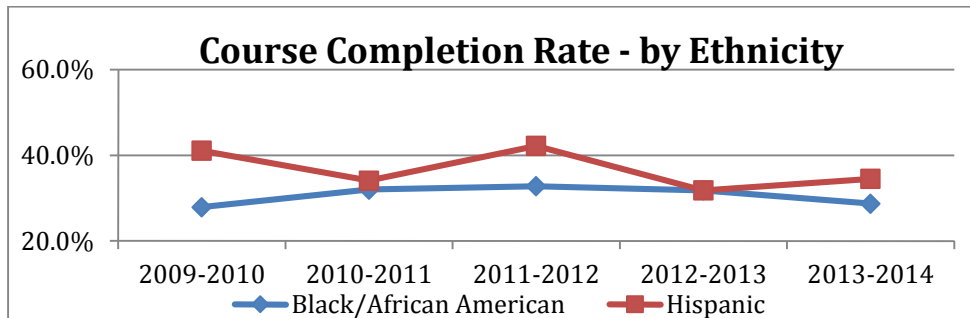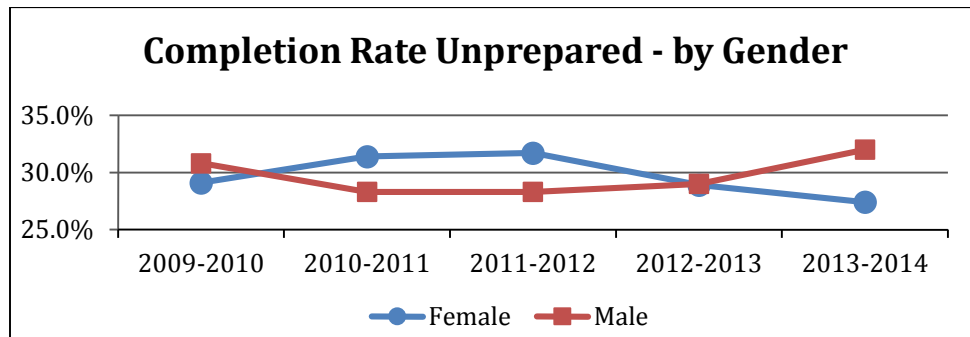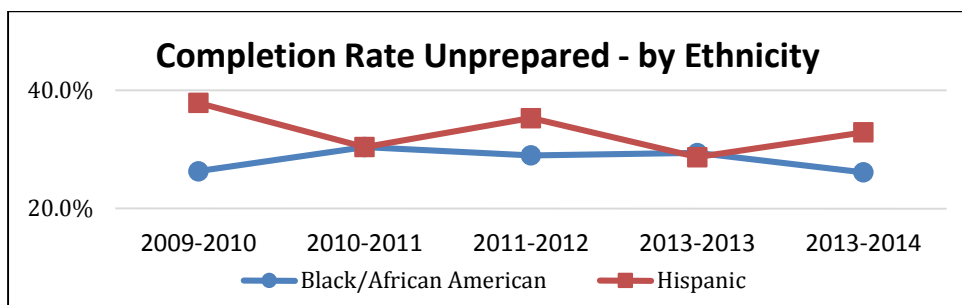
Source: Los Angeles Southwest College Student Success Scorecard

Institution-Set Standards

Los Angeles Southwest College Student Success Scorecard Data

Data Element	Definition of the measure	Institution Set Standard	SP Goal	2013-2014	2012 - 2013	2011-2012	2010-2011	2009 - 2010	Five Year Average
Overall Completion Rate	Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes.	N/A	S4	31.1%	31.4%	35.5%	32.3%	31.6%	32.4%
College Prepared Completion Rate	Completion rate for students whose lowest course attempted I Math and/or English was college level.	N/A	S4	63.3%	66.7%	81.9%	63.0%	68.6%	68.7%
College Unprepared Completion Rate	Completion rate for students whose lowest course attempted I Math and/or English was remedial level.	N/A	S4	29.0%	28.9%	30.5%	30.4%	29.6%	29.7%
CTE Completion Rate	The percentage of students who attempted a CTE course for the first-time and completed > 8 units in the subsequent 3 years in a single discipline and who achieved any of the following outcomes within six years of entry: Earned any AA/AS or credit Certificate; Transfer to four-year institution; or Achieved "Transfer Prepared".	N/A	S1 S2 S3	55.0%	57.1%	55.6%	53.9%	55.7%	55.5%
Number of Degrees Awarded	Earned any AA/AS or credit Certificate (Chancellor's Office approved)	N/A	S1	606	380	366	388	316	411
Number of Certificates Awarded	Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)	N/A	S2	27	23	35	63	31	36
Number of Students Who Transferred to a 4-Year University	Achieved "Transfer Prepared" status	N/A	S3	161	214	240	228	352	239

Source: http://scorecard.cccco.edu/scorecard.aspx

Data Element	Definition of the measure	Institution Set Standard	SP Goal	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	Five Year Average
Overall Persistence Rate	The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point): • Enroll in first 3 consecutive primary semester terms (or 4 quarter terms) anywhere in the CCC system.	N/A	A6	57.4%	50.7%	50.2%	53.1%	51.5%	52.6%
***Persistence Prepared**	Lowest attempted English or Math course was *'Prepared for College Level'*	N/A	A6	61.7%	48.1%	61.4%	50.0%	48.6%	54.0%
***Persistence Unprepared**	Lowest attempted English or Math course was *'Unprepared for College Level'*	N/A	A6	57.1%	50.9%	49.0%	53.3%	51.6%	52.4%
Overall Rate of Students completing 30 Units	Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.	N/A	S1 S2 S3	51.1%	51.7%	50.2%	51.4%	49.1%	50.7%
***Overall Rate of Students completing 30 Units - Prepared*	Percentage of *prepared* degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.	N/A	S1 S2 S3	61.7%	33.3%	49.4%	43.5%	48.6%	47.3%
***Overall Rate of Students completing 30 Units - Unprepared*	Percentage of *unprepared* degree, certificate and/or transfer-seeking students tracked for six who completed at least 30 units.	N/A	S1 S2 S3	50.4%	53.1%	50.3%	51.9%	49.1%	51.0%

Source: **http://scorecard.cccco.edu/scorecard.aspx**

Los Angeles Southwest College Institutional Set Standards

Following are the Institutional Set Standards set forth by the Strategic Planning Committee in March 2015 as requested by the ACCJC.

Data Element	Definition of the measure	Institution Set Standard	SP Goal	SP Target	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	Five Year Average
Licensure Passage Rates - Nursing	Licensure Passage Rates - Nursing	70.3%	75.7%	75.7%	76.9%	79.4%	73.33%	83.3%	82.5%	79.1%

Source: **http://www.rn.ca.gov/schools/passrates.shtml**

Data Element	Definition of the measure	Institution Set Standard	SP Goal	SP Target	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	Five Year Average
Number of Degrees Awarded	Associate Degrees Awarded	275	S1	290	689	606	380	366	388	486
Number of Certificates Awarded	Chancellor's Office Approved Certificates	25	S2	27	44	27	23	35	63	38
Course Retention Rates (Fall and Spring)	Course Retention Rates (Fall and Spring)	82.0%	S1 S2 S3	85.0%	82.3%	82.5%	84.5%	85.9%	86.5%	84.4%
Course Success Rates (Fall and Spring)	Course Success Rates (Fall and Spring)	58.0%	S1 S2 S3	58.0%	59.2%	60.2%	62.6%	61.8%	59.2%	60.6%

Source: LACCD DEC SIS_RDB STUD_CREDDATA, COURSE_SECTION, and COURSE_ENROLLMENTS tables

Degrees and Certificates

Degree Type	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate Degrees	**346**	**306**	**325**	**485**	**543**
Associates of Arts (AA) Degree	261	240	271	417	480
Associates of Science (AS) Degree	85	66	52	64	58
Associate of Science for Transfer (ST) Degree	0	0	2	4	5
Certificates	**70**	**90**	**75**	**144**	**168**
Certificates 30 to <60 units	16	18	18	15	11
Certificates 18 to <30 units	11	12	2	8	13
CSU GE Cert	37	51	45	102	127
IGETC GE Cert	6	9	10	19	17
Total	**416**	**396**	**400**	**629**	**711**

Source: LACCD *Student Information System,* Student & Stud_Credit, Stud_fees_collect & Ancy_Loans tables. Retrieved on September 9, 2015. Subject to change thereafter. Associate degrees include Associate's in Arts (AA), Associate's in Science (AS), as well as AA & AS for Transfer degrees. Credit certificates only.
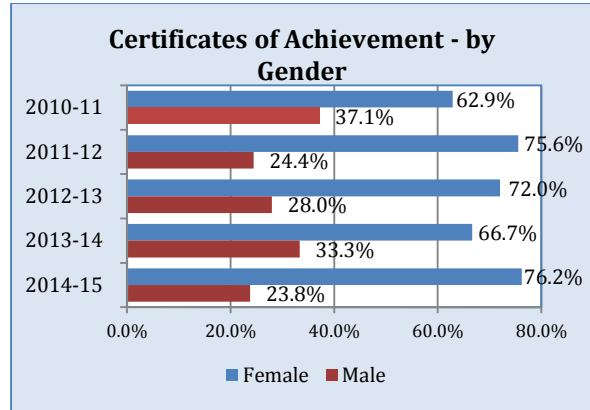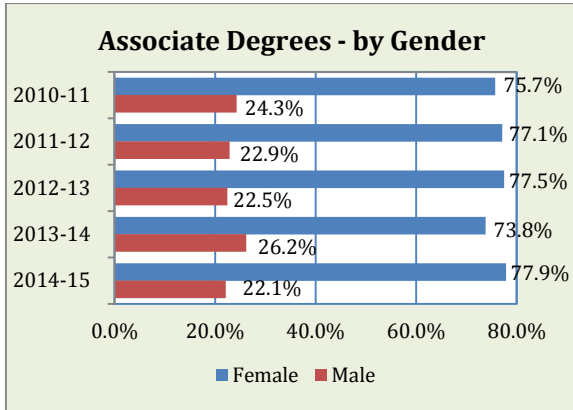
Institutional set standards were set for degrees and certificates. LASC recognizes that, historically, it takes our students up to six years to complete a degree program. With the institution of the Student Success Initiative which requires students to go through the matriculation process (orientation, assessment, meeting with a Counselor to create their Student Educational Plan and declare a major), our students will have a roadmap to guide them through their educational journey with positive outcomes.

Through the Student Support Services Program, students are monitored and encouraged to complete the matriculation process. The numbers of students receiving degrees have increased significantly (over the institutional set standard set in March). This standard will be reviewed by the Strategic Planning Committee (which has representation from all campus stakeholders) next year when we will review current data and also evaluate the positive effects of Student Support Services and the Equity Plan initiative and their positive effect upon increasing degree attainment at LASC.

The 2014-2015 data, in relationship to the previous years' data, are reviewed annually by the college via the Program Review process for which academic, student services, and administrative services review fall term data and develop strategies to support student populations of interest. For example, the male student population, especially Black and Hispanic males, have been the focus for the last few years in the area of increasing their numbers, success, and degree and certificate attainment. LASC's Student Success Program and Equity for All initiatives will be the springboard to continue the work of supporting these populations, as well as Veterans.
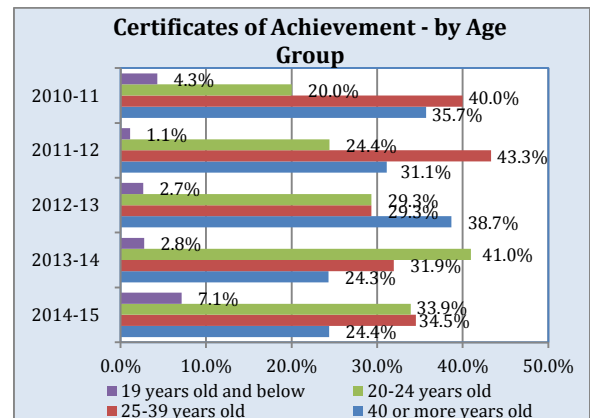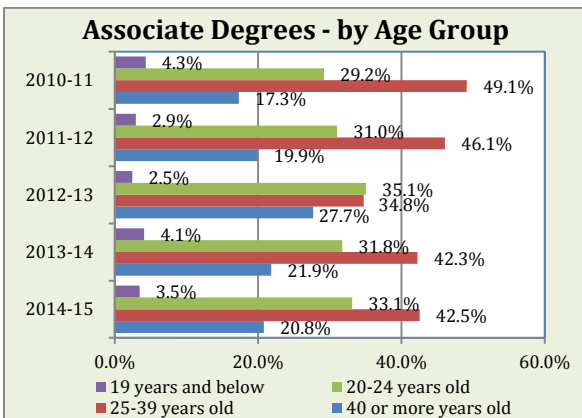
The following tables disaggregate degrees and certificates by demographic.

	Associate Degrees						Certificates of Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average
Awards by Gender												
Female	75.7%	77.1%	77.5%	73.8%	77.9%	76.4%	62.9%	75.6%	72.0%	66.7%	76.2%	70.7%
Male	24.3%	22.9%	22.5%	26.2%	22.1%	23.6%	37.1%	24.4%	28.0%	33.3%	23.8%	29.3%

Associate Degrees - by Gender

	Female	Male
2010-11	75.7%	24.3%
2011-12	77.1%	22.9%
2012-13	77.5%	22.5%
2013-14	73.8%	26.2%
2014-15	77.9%	22.1%

Certificates of Achievement - by Gender

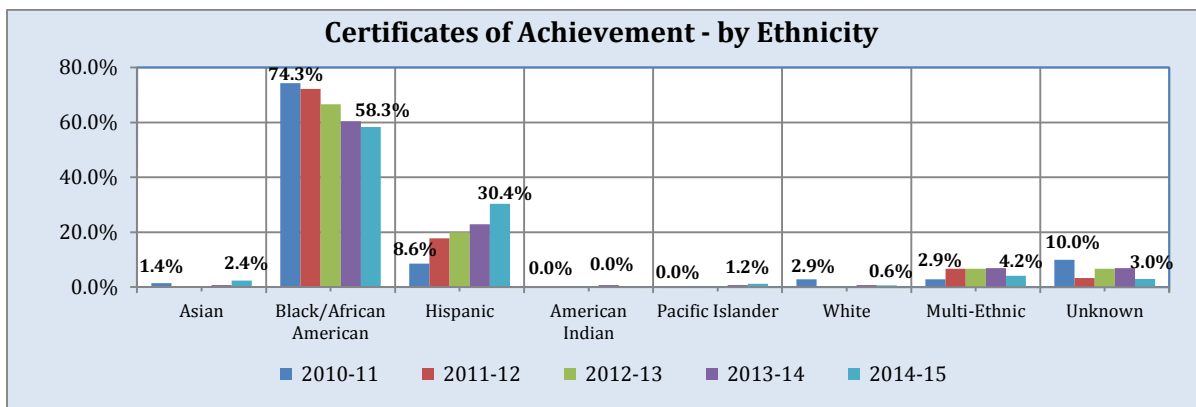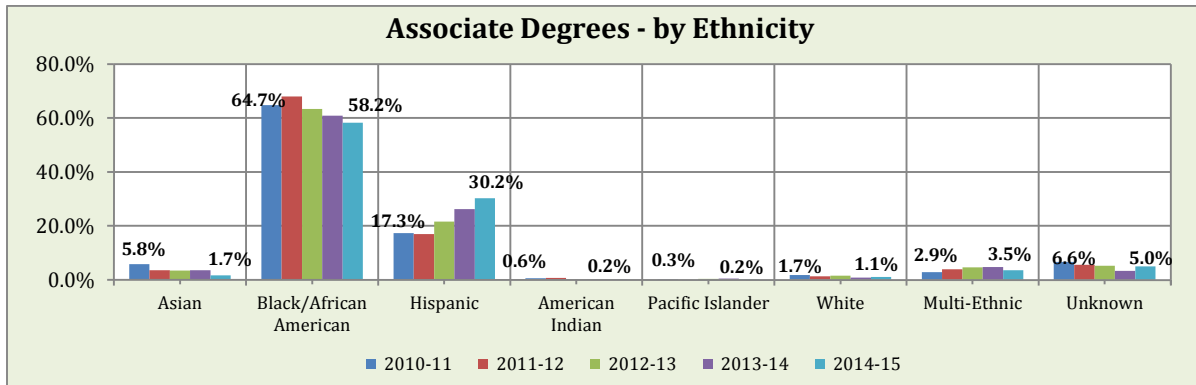|	Female	Male
2010-11	62.9%	37.1%
2011-12	75.6%	24.4%
2012-13	72.0%	28.0%
2013-14	66.7%	33.3%
2014-15	76.2%	23.8%

LASC's female students (69 percent of the credit student population) continue the successful attainment of Associate Degrees and Certificates. Although there was an increase in the male students' attainment of degrees (3.7 percent increase) and certificates (5.3 percent increase) from 2012-13 to 2013-14, there has been a decline in the last year.

	Associate Degrees						Certificates of Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average
Awards by Age Group												
Less than 20	4.3%	2.9%	2.5%	4.1%	3.5%	3.5%	4.3%	1.1%	2.7%	2.8%	7.1%	3.6%
20-24	29.2%	31.0%	35.1%	31.8%	33.1%	32.0%	20.0%	24.4%	29.3%	41.0%	33.9%	29.7%
25-39	49.1%	46.1%	34.8%	42.3%	42.5%	43.0%	40.0%	43.3%	29.3%	31.9%	34.5%	35.8%
40 or more	17.3%	19.9%	27.7%	21.9%	20.8%	21.5%	35.7%	31.1%	38.7%	24.3%	24.4%	30.8%

Associate Degrees - by Age Group

	19 years and below	20-24 years old	25-39 years old	40 or more years old
2010-11	4.3%	29.2%	49.1%	17.3%
2011-12	2.9%	31.0%	46.1%	19.9%
2012-13	2.5%	35.1%	34.8%	27.7%
2013-14	4.1%	31.8%	42.3%	21.9%
2014-15	3.5%	33.1%	42.5%	20.8%

Certificates of Achievement - by Age Group

	19 years old and below	20-24 years old	25-39 years old	40 or more years old
2010-11	4.3%	20.0%	40.0%	35.7%
2011-12	1.1%	24.4%	43.3%	31.1%
2012-13	2.7%	29.3%	29.3%	38.7%
2013-14	2.8%	41.0%	31.9%	24.3%
2014-15	7.1%	33.9%	34.5%	24.4%

LASC is seeing a steady increase in the "25 -39" age group who have received degrees and certificates in the past five years.

	Associate Degrees						Certificates of Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average
Awards by Ethnicity												
American Indian	0.6%	0.7%	0.0%	0.2%	0.2%	0.3%	0.0%	0.0%	0.0%	0.7%	0.0%	0.1%
Asian	5.8%	3.6%	3.4%	3.5%	1.7%	3.6%	1.4%	0.0%	0.0%	0.7%	2.4%	0.9%
Black/ African American	64.7%	68.0%	63.4%	60.8%	58.2%	63.0%	74.3%	72.2%	66.7%	60.4%	58.3%	66.4%
Hispanic	17.3%	17.0%	21.5%	26.2%	30.2%	22.5%	8.6%	17.8%	20.0%	22.9%	30.4%	19.9%
Pacific Islander	0.3%	0.0%	0.3%	0.4%	0.2%	0.2%	0.0%	0.0%	0.0%	0.7%	1.2%	0.4%
White	1.7%	1.3%	1.5%	0.8%	1.1%	1.3%	2.9%	0.0%	0.0%	0.7%	0.6%	0.8%
Multi-Ethnic	2.9%	3.9%	4.6%	4.7%	3.5%	3.9%	2.9%	6.7%	6.7%	6.9%	4.2%	5.5%
Unknown	6.6%	5.6%	5.2%	3.3%	5.0%	5.1%	10.0%	3.3%	6.7%	6.9%	3.0%	6.0%

Associate Degrees - by Ethnicity

Certificates of Achievement - by Ethnicity

LASC's Hispanic students have steadily increased in attaining degrees (+13.2 percent) and certificates (+12.6 percent) since the 2011-12 academic year, while Black/African American students attainment of degrees (-9.8 percent) and certificates (-13.9 percent) have declined. One reason for this decline in the Black/African American students is the availability of the Multi-Ethnic race/ethnicity designation for which multi-racial black students are using as their designation as shown by the increase in the Multi-ethic Ethnicity designation.

	Associate Degrees							Certificates of Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*5 year average*		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*5 year average*
SOCIO-ECONOMIC STATUS ***PELL and BOGG Recipients***													
Financial Aid	78.9%	79.4%	87.4%	83.1%	85.1%	82.8%		82.9%	81.1%	84.0%	84.7%	82.7%	83.1%
No Financial Aid	21.1%	20.6%	12.6%	16.9%	14.9%	17.2%		17.1%	18.9%	16.0%	15.3%	17.3%	16.9%

The availability of Financial Aid to LASC's students have increased their opportunity to complete their educational goal of attaining a degree by 2 percent, while the students not receiving financial aid had a 2 percent decrease in attaining a degree. Both groups (those receiving financial and those not receiving financial aid) had a 2 percent decrease in certificate completion.
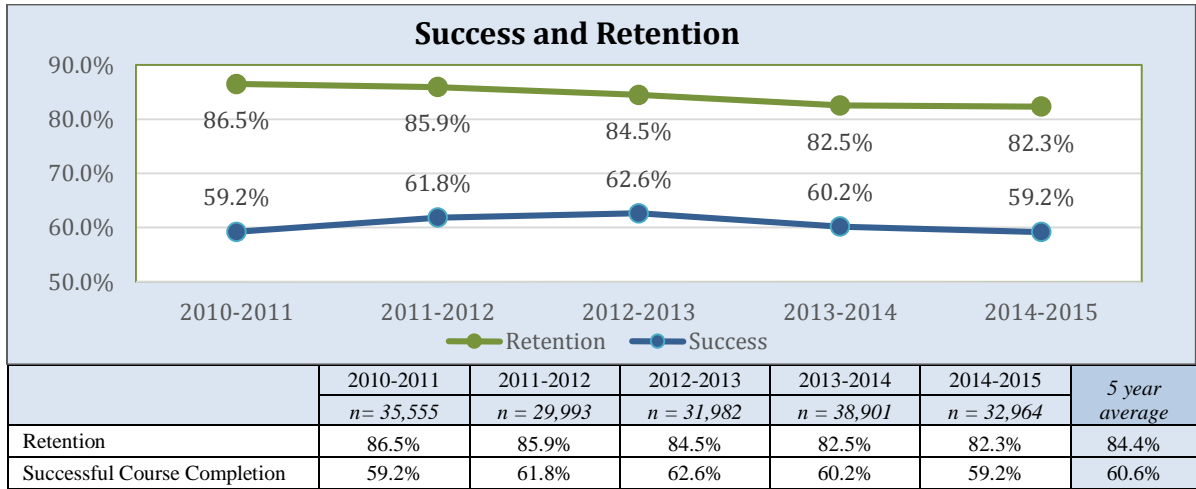
LASC Transfer Volume

LASC Transfer Statistics

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
■ UC	7	2	4	6	10
■ CSU	133	104	110	113	122
■ Out-of-State (OOS)	59	62	68	59	13
■ In-State-Private (ISP)	80	59	59	38	15
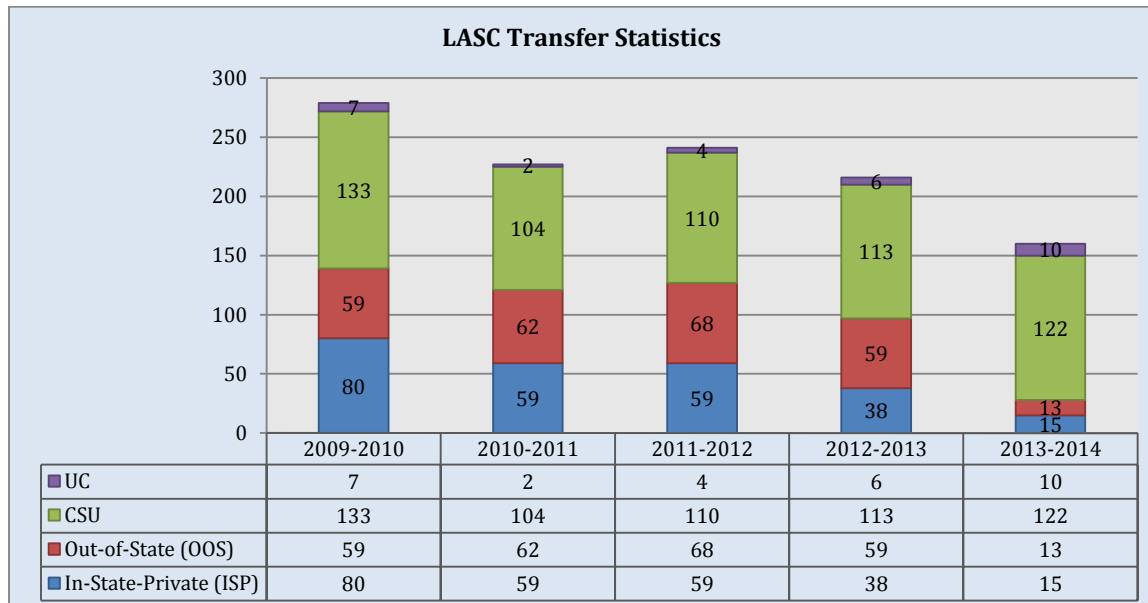
Data Sources: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx;
http://asd.calstate.edu/ccc/SummaryYear.asp;
http://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc

LASC is slowly seeing an increase in transfers to the UC/CSU systems. As LASC institutes the Student Support and Success Services initiatives, ensuring that every new student completes the matriculation process, along with initiatives developed through the Student Equity Program, LASC will see an increase in transfers to all systems, public and private.

Retention and Successful Course Completion

Success and Retention

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*5 year average*
	n= 35,555	*n = 29,993*	*n = 31,982*	*n = 38,901*	*n = 32,964*	
Retention	86.5%	85.9%	84.5%	82.5%	82.3%	84.4%
Successful Course Completion	59.2%	61.8%	62.6%	60.2%	59.2%	60.6%

Technical Notes: Retention = ABCDFPNI/ABCDFPNIW; Success = ABCP/ABCPNIW
Data Source: LACCD DEC SIS STUD_ENROLLMENT, STUDENT, and STUD_SEMC tables.

Retention and Success within Demographic Indicators

The following indicators are a comparison between students within the various demographic indicators:

	Retention						Successful Course Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*5 year average*	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	*5 year average*
GENDER												
Female	86.1%	85.5%	83.9%	82.7%	82.1%	84.1%	59.6%	62.3%	62.8%	61.1%	60.1%	61.2%
Male	87.4%	86.8%	85.7%	82.2%	82.8%	85.0%	58.4%	60.7%	62.2%	58.3%	57.2%	59.4%
AGE GROUP												
19 or less	87.0%	89.2%	87.7%	84.5%	83.0%	86.3%	56.6%	61.8%	63.9%	57.7%	55.7%	59.1%
20-24	85.1%	84.0%	82.2%	80.7%	81.3%	82.6%	55.2%	57.2%	57.8%	55.0%	54.6%	56.0%
25-29	85.3%	83.6%	82.5%	80.0%	80.9%	82.5%	59.7%	61.0%	62.4%	59.6%	59.7%	60.5%
30-34	86.9%	84.2%	84.8%	83.0%	81.7%	84.1%	62.5%	62.3%	64.2%	65.6%	62.9%	63.5%
35-39	88.0%	86.1%	84.1%	85.6%	84.3%	85.6%	66.9%	66.0%	66.9%	68.5%	66.9%	67.0%
40-49	87.6%	87.5%	84.6%	84.9%	85.1%	85.9%	66.6%	68.7%	67.6%	68.5%	69.3%	68.1%
Over 50	87.4%	88.0%	86.8%	82.6%	83.2%	85.6%	67.3%	70.8%	67.4%	66.6%	64.8%	67.4%
ETHNICITY												
American Indian	84.7%	90.5%	81.6%	76.8%	75.0%	81.7%	65.3%	68.9%	57.9%	50.0%	47.7%	58.0%
Asian	93.0%	92.5%	90.2%	87.4%	89.5%	90.5%	84.5%	79.5%	81.1%	78.6%	80.7%	80.9%
Black/ African American	86.0%	85.0%	83.0%	81.6%	81.4%	83.4%	56.5%	59.3%	59.2%	57.3%	56.1%	57.7%
Hispanic	88.6%	88.2%	87.3%	84.6%	84.1%	86.6%	65.4%	66.4%	68.7%	64.8%	64.2%	65.9%
Multi-Ethnic	77.5%	81.7%	82.9%	81.1%	78.1%	80.3%	50.2%	56.9%	58.6%	51.9%	53.1%	54.1%
Other	88.8%	79.6%	67.7%	100.0%	80.0%	83.2%	59.2%	42.6%	48.4%	0.0%	60.0%	42.0%
Pacific Islander	82.9%	82.5%	88.9%	76.8%	75.3%	81.3%	53.7%	57.9%	62.2%	53.6%	50.5%	55.6%
Unknown	85.4%	83.3%	84.8%	82.6%	85.0%	84.2%	61.9%	63.9%	63.3%	63.7%	64.8%	63.5%
White	84.8%	88.1%	85.9%	77.7%	85.6%	84.4%	71.1%	73.0%	72.3%	61.7%	70.4%	69.7%

LASC retention and success rates have become stable over the last two academic years with the five-year average retention rate of 84.4 percent and the five-year average success rate of 60.6 percent. Retention rates between the genders have only a 0.9 percent difference, while the success rates of both genders increased until 2012-2013 and have declined slowly with only a 2.9 percent difference (in favor of the females). The five-year averages of both genders have increased over the past five years with only a 1.8 percent gap between females and males.

Retention within all age groups increased between 2010-2011 and 2012-2013 and slowly declined over the next two years. Although the success rates have decreased and increased amongst the age groups, the "40-49" age group's success rates have increased over the past five academic years and have the highest five-year average (68.1%) of all the age groups.

Retention and success rates within all ethnic groups have also been unstable (up one year and down the next) over the past five years. One group, in particular, the Asians, which are 2 percent of the population, have a five year average retention rate of 90.5 percent with an average 5 year success rate of 80.9 percent, while the 5 year success rate of next highest ethnic group is 69.7 percent.

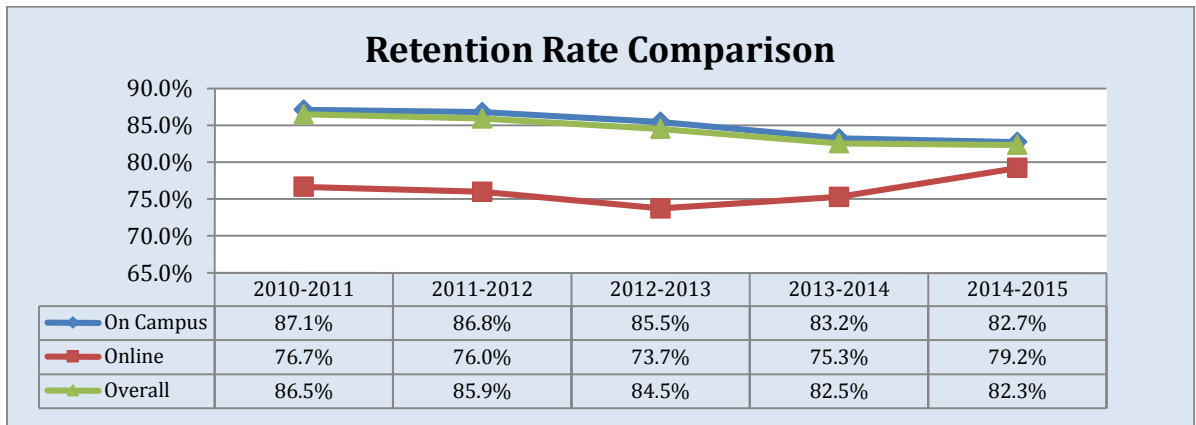|	Retention							Successful Course Completion					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5 year average
VETERANS													
Veteran	89.6%	87.2%	88.5%	86.7%	85.9%	87.6%		71.4%	73.7%	72.4%	70.7%	68.9%	71.4%
Not a Veteran	86.4%	85.9%	84.4%	82.4%	82.3%	84.3%		59.0%	61.6%	62.4%	59.9%	59.0%	60.4%
SOCIO-ECONOMIC STATUS ***PELL and BOGG Recipients***													
Financial Aid	88.2%	88.1%	87.4%	86.1%	85.6%	87.1%		62.6%	65.1%	65.9%	63.4%	62.2%	63.8%
No Financial Aid	84.4%	83.5%	81.4%	78.9%	78.9%	81.4%		55.2%	58.2%	59.2%	56.9%	56.1%	57.1%
DISABLED STUDENTS													
DSPS	87.9%	84.4%	85.7%	83.9%	82.9%	85.0%		60.7%	60.7%	63.2%	60.3%	53.7%	59.7%
Not DSPS	86.5%	85.9%	84.4%	82.5%	82.3%	84.3%		59.2%	61.9%	62.6%	60.2%	59.3%	60.6%
DISTANCE EDUCATION													
On Campus	87.1%	86.8%	85.5%	83.2%	82.7%	85.1%		59.9%	62.8%	63.7%	61.1%	60.2%	61.6%
Online	76.7%	76.0%	73.7%	75.3%	79.2%	76.2%		48.5%	50.5%	50.6%	50.5%	51.3%	50.3%

Retention and success rates within the veteran population is higher than non-veterans with a five year retention rate average 3.3 percent higher than non-veterans and a success rate 1 percent higher than non-veterans.

Again, students who are recipients of Financial Aid (PELL and/or BOGG grants) have higher retention rates (+5.7 percent) and success rates (+6.7 percent) per the five-year average percentages.
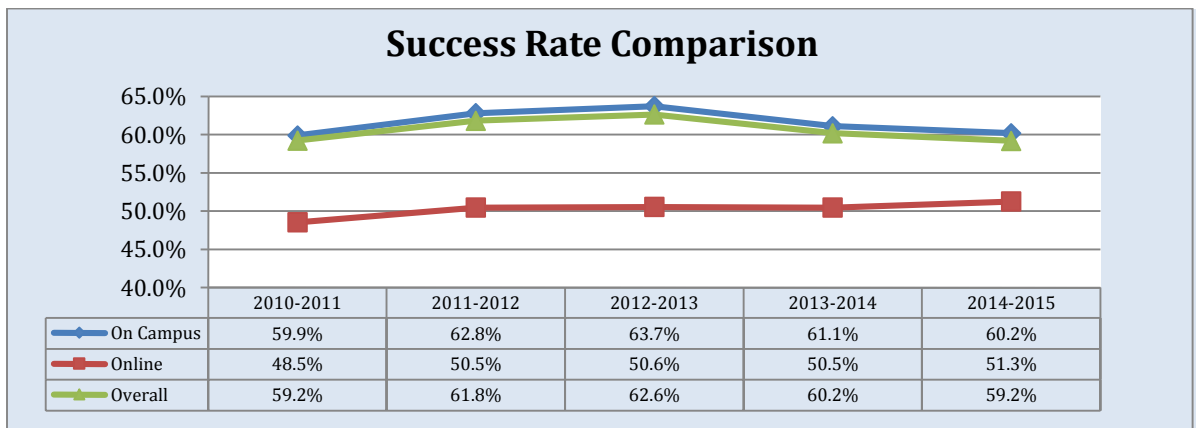
There is a very small percentage difference between LASC's disabled student population and the rest of the student as it relates to retention and success.

LASC's distance education is growing and maturing. There has been a gradual increase in retention rates over the past five years with a five year average rate of 76.2 percent (with a 8.9 percent gap). Likewise, the success rate of online students has increased by 2.8 percent over the past five years with only an 11.3 percent gap as compared to the face-to-face success as it relates to the five year average success rate.

Retention and Successful Course Completion – Online, On Campus

Retention Rate Comparison

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On Campus	87.1%	86.8%	85.5%	83.2%	82.7%
Online	76.7%	76.0%	73.7%	75.3%	79.2%
Overall	86.5%	85.9%	84.5%	82.5%	82.3%

There has been a very small percentage difference between LASC's Online and On Campus retention rates over the past five years. The retention rates of online classes have gradually improved over the past five years resulting in a reduced the retention gap from 10.4% in 2010-2011 to 3.5% in 2014-2015.

Success Rate Comparison

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
On Campus	59.9%	62.8%	63.7%	61.1%	60.2%
Online	48.5%	50.5%	50.6%	50.5%	51.3%
Overall	59.2%	61.8%	62.6%	60.2%	59.2%

Likewise, the gap between success rates for "Online" classes and "On Campus" classes has decreased from 11.4 percent in 2010-2011 to 8.9 percent in 2014-2015.

Persistence

Following are the persistence rates from Fall–to-Fall and Fall–to-Spring for credit and non-credit students. Although this table gives a traditional view of all students who enroll in the college, it does not adequately track students as students who are not successful in a particular term may not return in the next term. Also, students who are not degree or certificate seeking may only come for a course or two and may not return the next term.

Persistence - Overall								
	Fall		**Spring**		**Fall**		**Spring**	
Term	**Term 1**	**Persistence**	**Term 2**	**Persistence**	**Term 3**	**Persistence**	**Term 4**	**Persistence**
Fall 2010	5,372	100.0%	3,479	64.8%	2,491	46.4%	2,016	37.5%
Fall 2011	4,831	100.0%	3,198	66.2%	2,332	48.3%	1,907	39.5%
Fall 2012	4,909	100.0%	3,413	69.5%	2,431	49.5%	1,878	38.3%
Fall 2013	5,753	100.0%	3,602	62.6%	2,622	45.6%	2,062	35.8%

Technical Notes: Persistence of students (credit and non-credit) who enrolled in the Fall term and persisted to the next spring and fall terms
Data Source: LACCD DEC SIS STUD_ENROLLMENT and STUDENT tables.

For a better view of persistence, the following tables reflect students who enrolled in the fall term and were successful in their courses (with grades = A, B, C, or P) and persisted to the next fall term.

The following tables show a more stable persistence from fall–to-fall terms of students who were successful in the preceding fall term. Persistence in gender shows an increase in persistence in the male students with male and female persistence very close in the Fall 2012 cohort who persisted to Fall 2013. Persistence in Black/African Americans, Hispanic, Multi-Ethnic increased from Fall 2010-to-Fall 2011 through Fall 2012-to-Fall 2013, but fell off in Fall 2013-to-Fall 2014. The persistence of the American Indian and Pacific Islander population increased in the last two years.

The "50 and over" age group and the "35-39" had the most stable persistence rates throughout the four years in which persistence was tracked.

Persistence Successful Fall Term Students				
	Fall 2010 to Fall 2011	**Fall 2011 to Fall 2012**	**Fall 2012 to Fall 2013**	**Fall 2013 to Fall 2014**
Fall Enrolled	5,372	4,831	4,909	5,753
Fall Persisted	2,491	2,332	2,431	2,622
Persistence (%)	46.4%	48.3%	49.5%	45.6%
Persistence within Demographic Indicators				
Gender	**Fall 2010 to Fall 2011**	**Fall 2011 to Fall 2012**	**Fall 2012 to Fall 2013**	**Fall 2013 to Fall 2014**

Female	47.3%	48.9%	49.2%	46.6%
Male	44.1%	46.8%	50.2%	43.2%

Ethnicity	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014
American Indian	69.2%	53.8%	33.3%	45.5%
Asian	28.6%	40.4%	32.7%	31.9%
Black/African American	47.8%	51.2%	53.0%	49.7%
Hispanic	45.8%	44.8%	46.0%	42.0%
Multi-Ethnic	48.8%	45.1%	53.5%	40.9%
Other	31.6%	57.1%	25.0%	0.0%
Pacific Islander	27.3%	50.0%	45.5%	50.0%
Unknown	45.8%	44.8%	52.4%	46.7%
White	24.7%	29.3%	27.8%	21.1%

Age Group	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014
19 or less	47.3%	45.0%	44.7%	37.2%
20-24	44.9%	49.0%	51.5%	47.4%
25-29	44.5%	45.3%	47.4%	46.7%
30-34	41.3%	49.3%	49.3%	48.6%
35-39	50.9%	50.2%	50.9%	50.4%
40-49	46.3%	56.1%	55.7%	51.0%
50+	51.8%	49.7%	56.5%	51.6%

Technical Notes: Persistence of students who were successful in the Fall term and persisted to the next fall term.
Data Source: LACCD DEC SIS STUD_ENROLLMENT and STUDENT tables.

C. Organization of the Self Evaluation Process

LASC 2016 Self-Evaluation Accreditation Teams

College President: Dr. Linda Rose
Accreditation Liaison Officer/Vice President Academic Affairs: Dr. Lawrence Bradford
Accreditation Faculty Co-Chair: Dr. Ralph Davis
Accreditation Faculty Editor: Jessica Drawbond

Standard 1

Administrative Co-Chair: Mr. Rick Hodge
Faculty Co-Chair: Ms. Kim McBride
Team Members:
Lynn Bebelle
Lorrine Bell
Jeff Bohn
Ben Demers
Nkonye Ezeobah
Cassaundra Walker

Standard 2

Administrative Co-Chair: Dr. Alison Moore
Faculty Co-Chair: Dr. Marini Smith
Team Members:
Kim Carpenter
Jose Lara
Chauncine Stewart
Naja El Khoury
Ron Haynes
Juan Carlos Astorga
Rose Calderon

Standard 3

Administrative Co-Chair: Mr. Ferris Trimble
Faculty Co-Chair: Mr. James Hicks
Team Members:
Vibha Gupta
Christopher Herwerth
Allison Mah
Monica Moreno
Jerome Robertson
Pamela Sanford

Standard 4

Administrative Co-Chair: Dr. Tangelia Alfred
Faculty Co-Chair: Dr. Allistair Callender
Team Members:
Dr. Sandra Lee
Dr. Tangelia Alfred
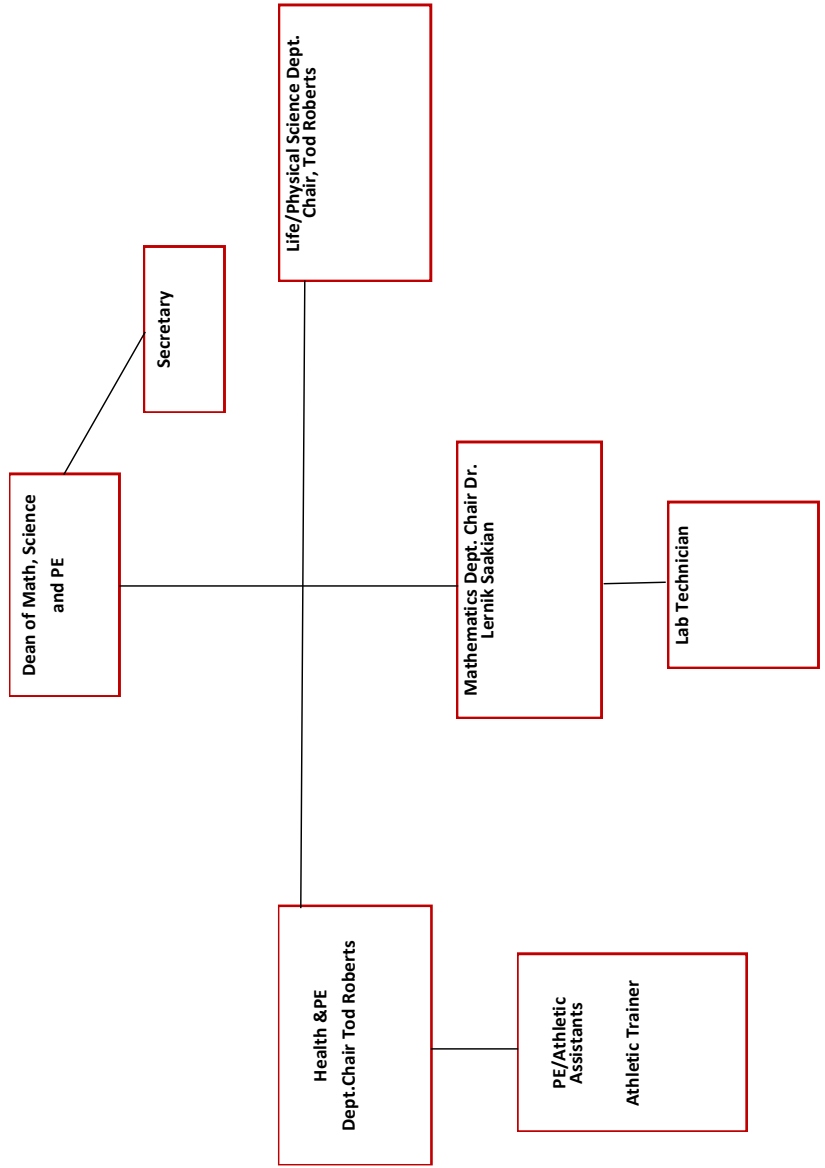LaVonne Hamilton
Esther Glaze
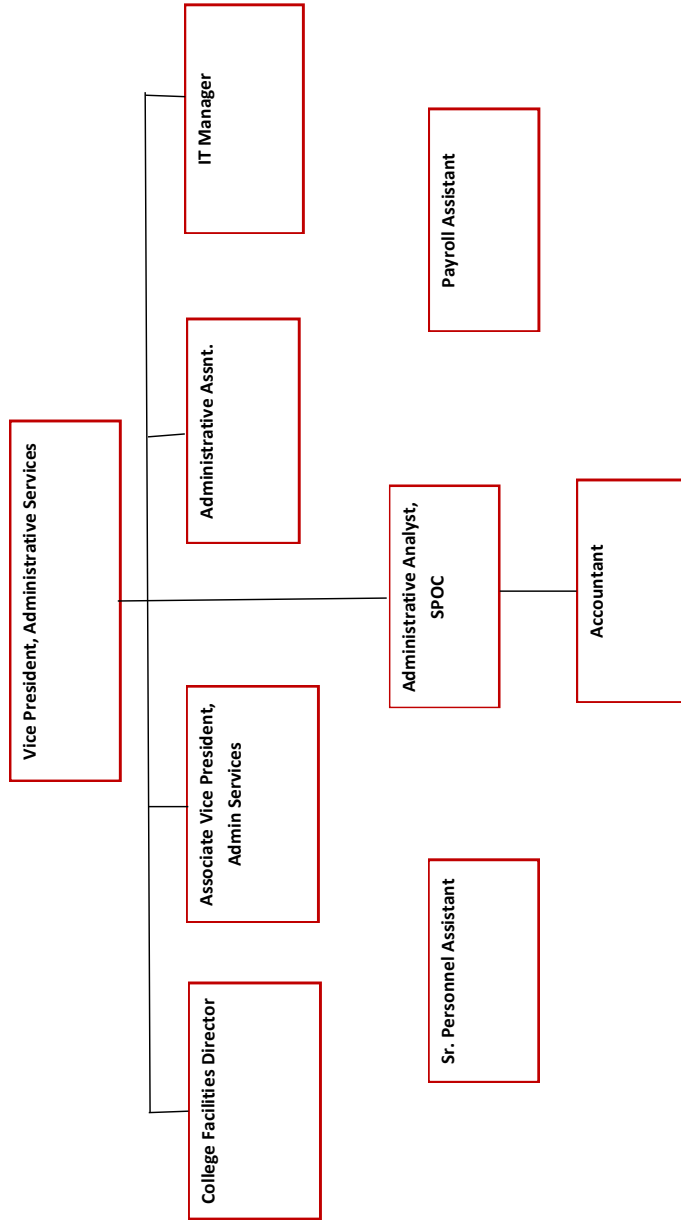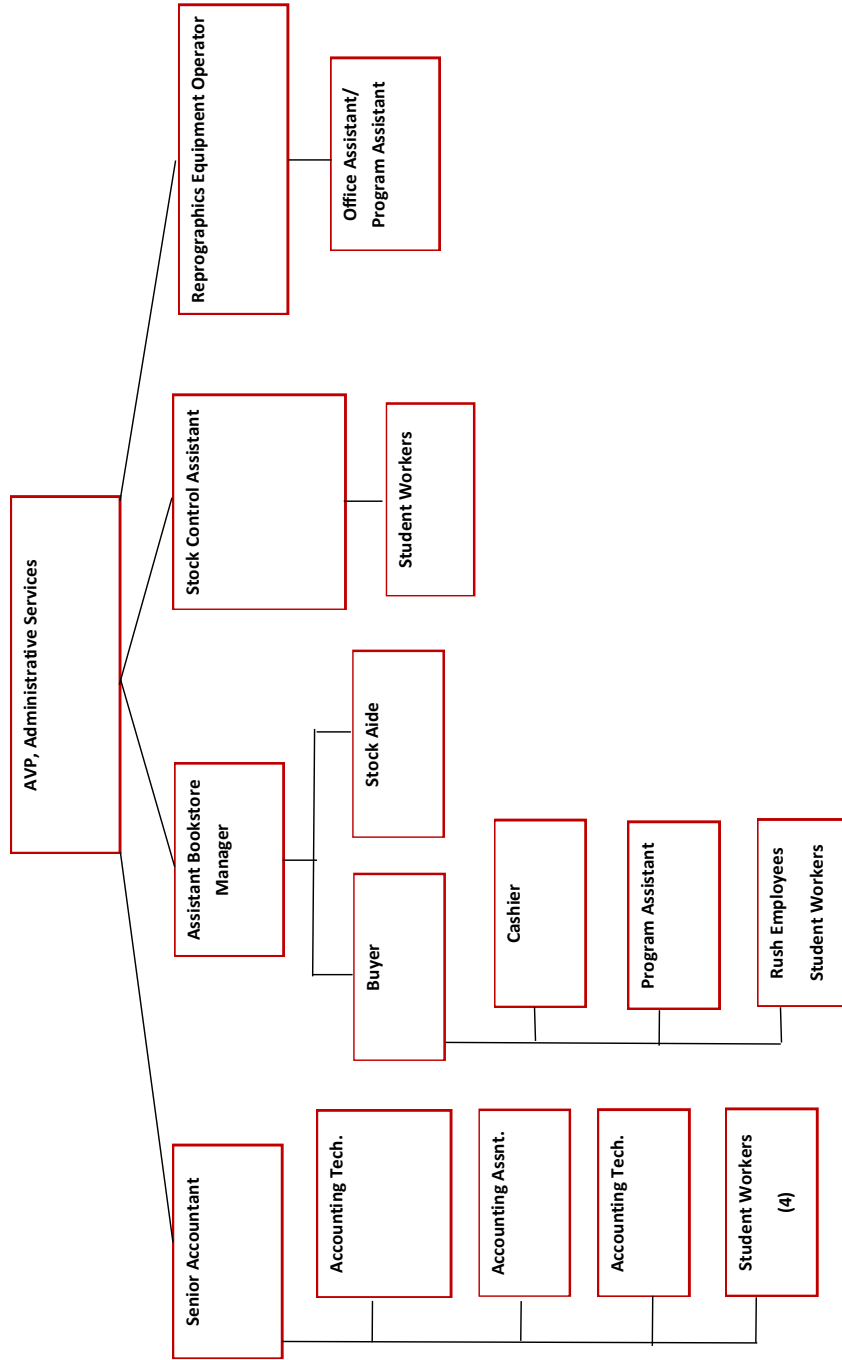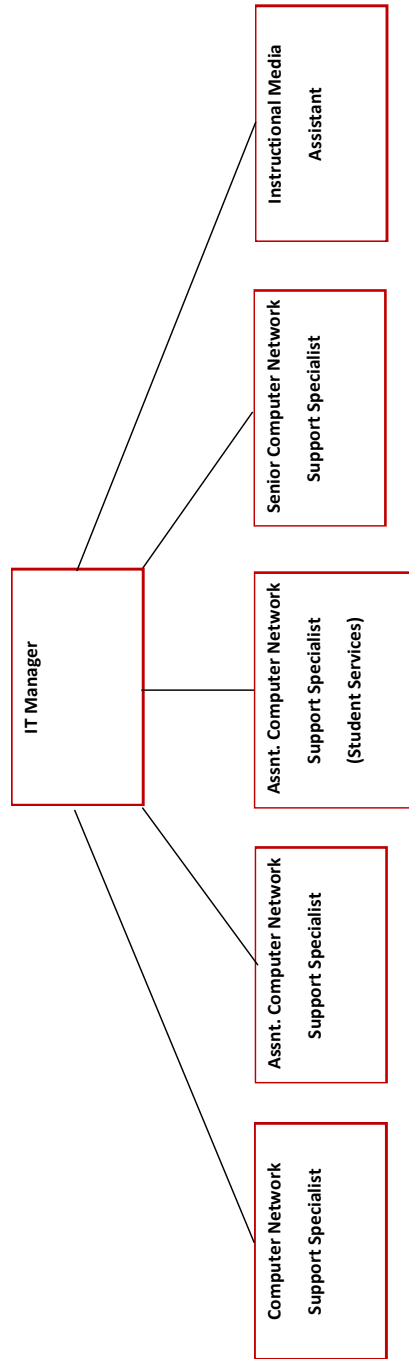Angela Torres

D. Organizational Information
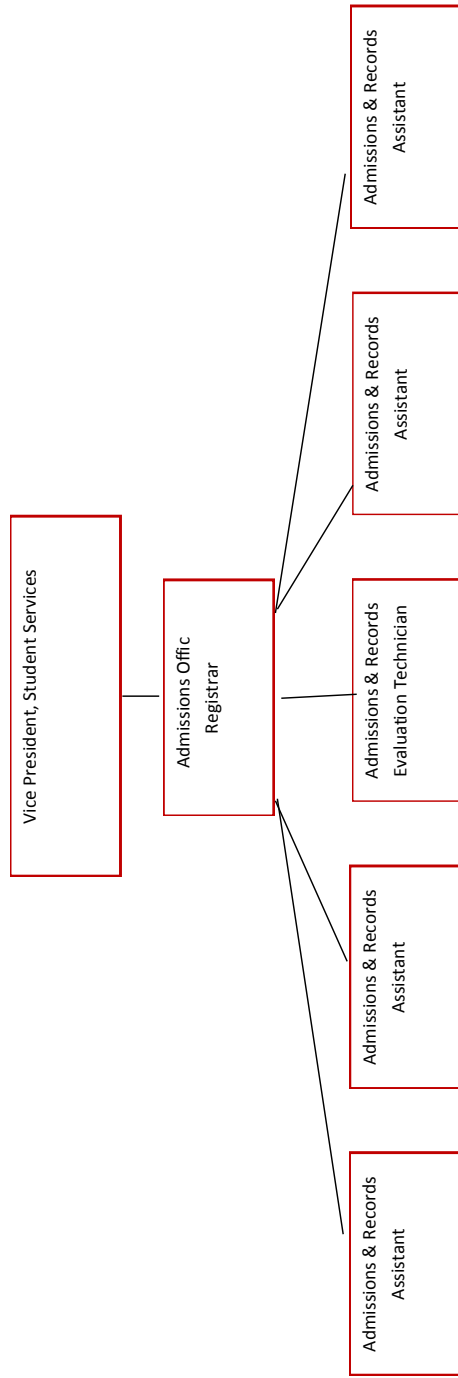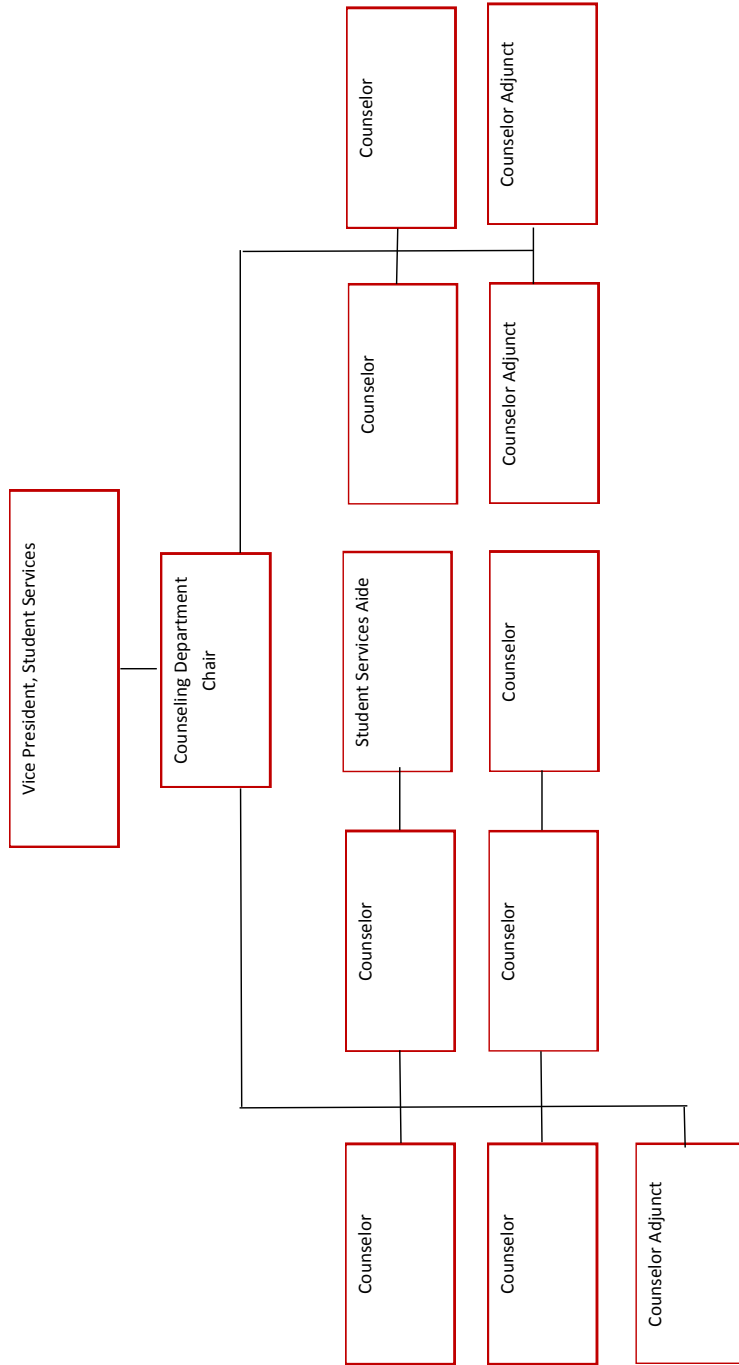
Organizational Charts

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

- **LASC President**
  - **Senior Secretary**
- **Director of Foundation**
- **Public Information Officer**
- **Dean, Resource Development**
- **Vice President Student Services**
  - **Senior Secretary**
- **Vice President Administrative Services**
  - **Administrative Assnt**
- **Vice President Academic Affairs**
  - **Administrative Secretary**
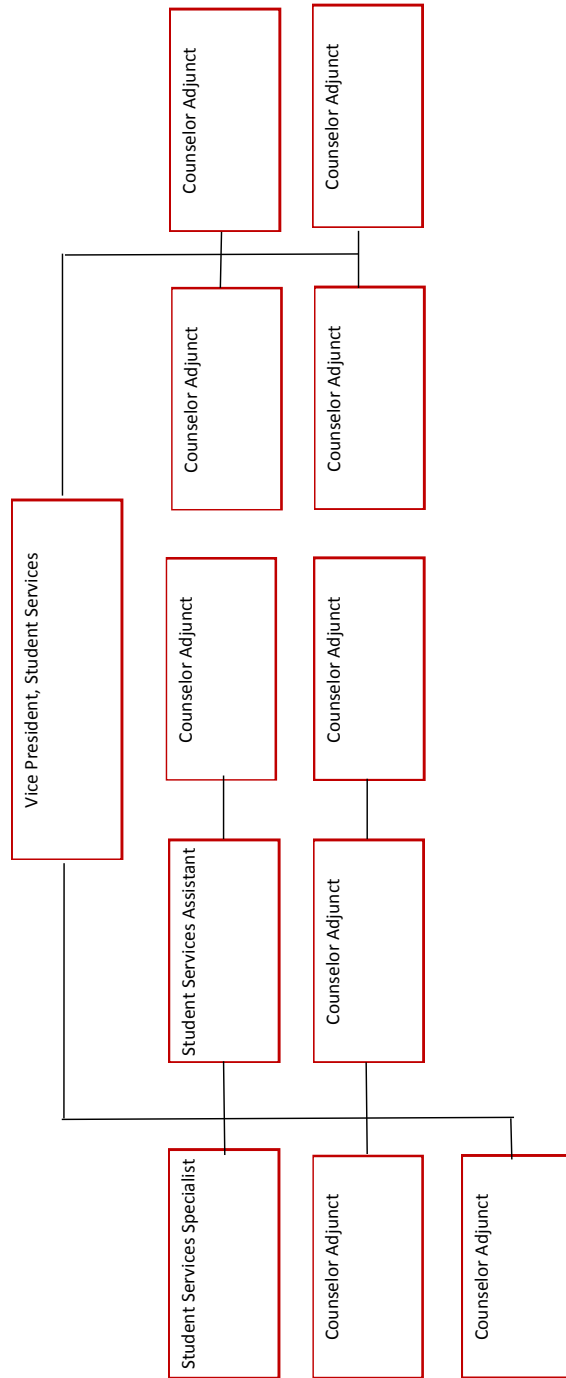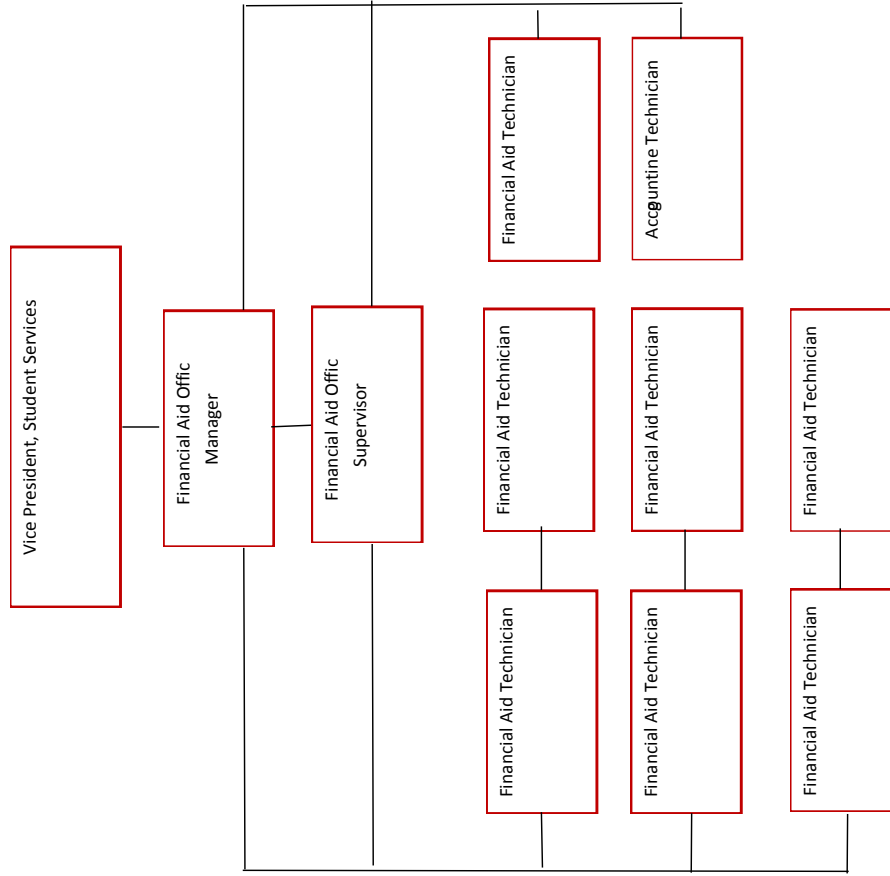- **Dean, Institutional Advancement**
  - **Research Analyst**
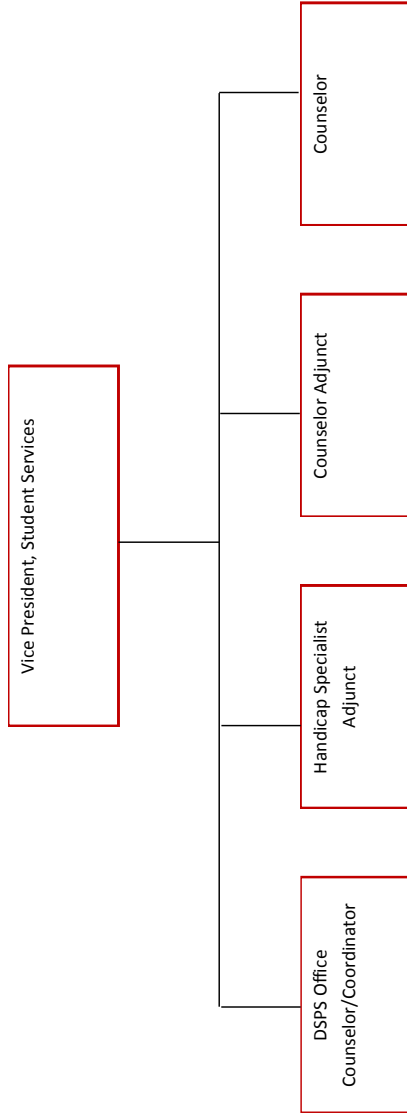   - **Assnt. Research Analyst**

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Academic Affairs

Administrative Assistant (Stenographic)

Administrative Aide

Academic Scheduling Specialist

Dean, Workforce Development

Senior Secretary

Dean, EFL, BSS, Arts and Humanities & Library

Senior Secretary

Dean of Math, Science and PE

Secretary

Dean, EFL, BSS, Arts and Humanities & Library

Senior Secretary

Behavioral & Social Sciences

Secretary

Library
Library Tech

English & Foreign Lang
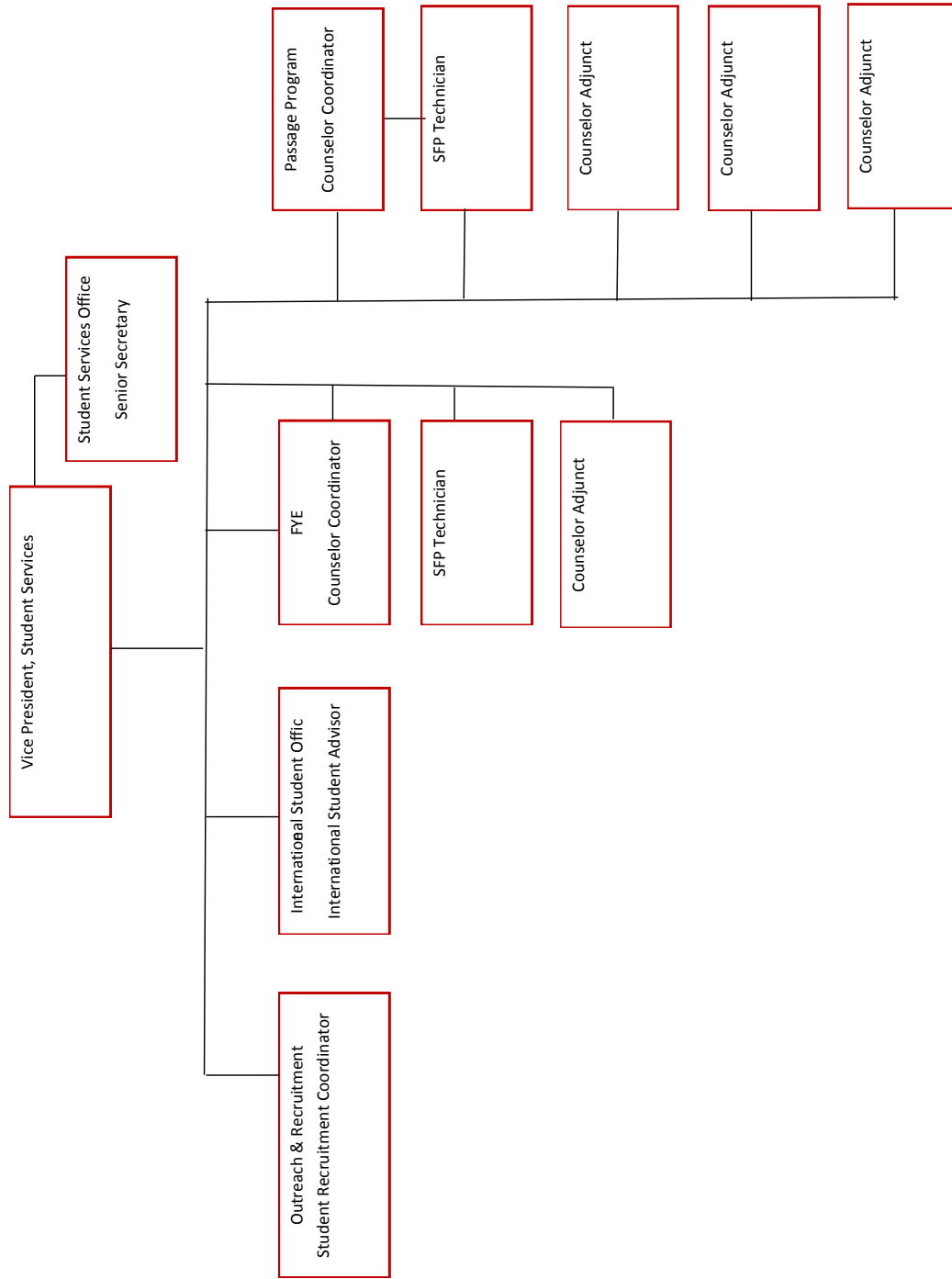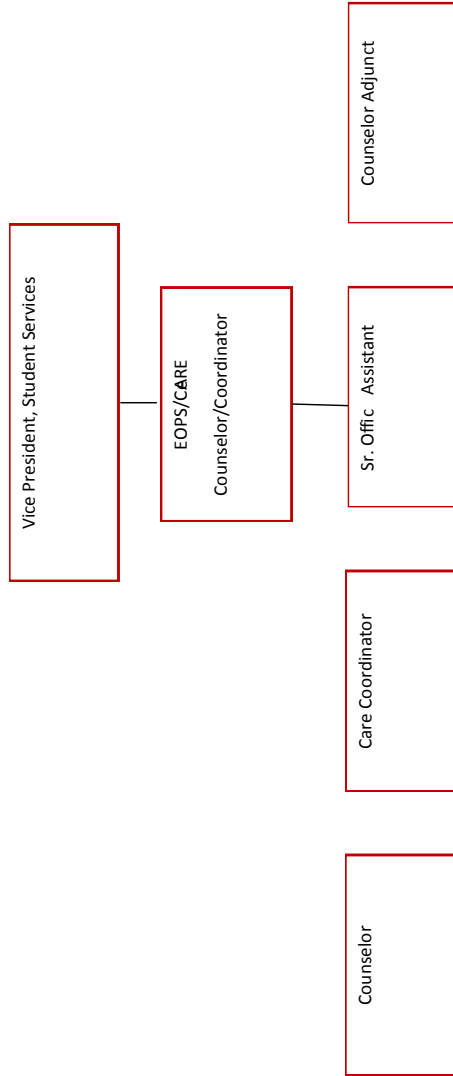
Arts & Humanitie Dep t.

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Dean, Workforce Development

Business, Computer Science & Related Technologies

Contract Education

Non-Credit Community Service

SFP Program Director –

Nursing & Allied Health

Community Service

Child Development Center

Child Development/Family & Consumer Studies

Instructional Assnt. CAOT

SFP Specialist –

SFP Tech

Instrt. Assnt. Sr.

Office Assnt.

SFP Tech

Workforce Dev. Director

SFP Office Assnt.

SFP Specialist

SFP Tech

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Dean of Math, Science and PE

Secretary

Life/Physical Science Dept. Chair, Tod Roberts

Mathematics Dept. Chair Dr. Lernik Saakian

Lab Technician

Health &PE Dept.Chair Tod Roberts

PE/Athletic Assistants

Athletic Trainer

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Administrative Services

College Facilities Director

Associate Vice President, Admin Services

Administrative Analyst, SPOC

Accountant

Sr. Personnel Assistant

Administrative Assnt.

IT Manager

Payroll Assistant

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

AVP, Administrative Services

- Reprographics Equipment Operator
  - Office Assistant/ Program Assistant
- Stock Control Assistant
  - Student Workers
- Assistant Bookstore Manager
  - Stock Aide
  - Buyer
    - Cashier
    - Program Assistant
    - Rush Employees / Student Workers
- Senior Accountant
  - Accounting Tech.
  - Accounting Assnt.
  - Accounting Tech.
  - Student Workers (4)

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

```
                          ┌──────────────┐
                          │  IT Manager  │
                          └──────┬───────┘
        ┌──────────────┬────────┼────────┬──────────────┐
        │              │        │        │              │
┌───────────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────┐
│ Computer      │ │ Assnt.   │ │ Assnt.   │ │ Senior   │ │ Instructional│
│ Network       │ │ Computer │ │ Computer │ │ Computer │ │ Media        │
│ Support       │ │ Network  │ │ Network  │ │ Network  │ │ Assistant    │
│ Specialist    │ │ Support  │ │ Support  │ │ Support  │ │              │
│               │ │ Specialist│ │ Specialist│ │ Specialist│ │              │
│               │ │          │ │ (Student │ │          │ │              │
│               │ │          │ │ Services)│ │          │ │              │
└───────────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────────┘
```

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

College Facilities Director

- Facilities Assistant

Operation Manager P/T
- Custodial Supervisor — A-Shift Custodians
- Custodial Supervisor — B-Shift Custodians
- Gardeners

General Foreman
- Carpenter
- Locksmith
- Plumber
- HVAC
- Pool Operations Tech
- Painter
- Electrician
- Maintenance Assistants

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Admissions Offic Registrar

Admissions & Records Assistant

Admissions & Records Assistant

Admissions & Records Evaluation Technician

Admissions & Records Assistant

Admissions & Records Assistant

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Counseling Department Chair

Counselor

Counselor Adjunct

Counselor

Counselor Adjunct

Student Services Aide

Counselor

Counselor

Counselor

Counselor

Counselor

Counselor Adjunct

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Counselor Adjunct

Counselor Adjunct

Counselor Adjunct

Counselor Adjunct

Counselor Adjunct

Counselor Adjunct

Student Services Assistant

Counselor Adjunct

Student Services Specialist

Counselor Adjunct

Counselor Adjunct

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Financial Aid Offic Manager

Financial Aid Offic Supervisor

Financial Aid Technician

Financial Aid Technician

Financial Aid Technician

Financial Aid Technician

Financial Aid Technician

Financial Aid Technician

Financial Aid Technician

Accguntine Technician

Financial Aid Technician

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

- DSPS Office Counselor/Coordinator
- Handicap Specialist Adjunct
- Counselor Adjunct
- Counselor

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Student Services Office
Senior Secretary

Outreach & Recruitment
Student Recruitment Coordinator

Internatioaal Student Offic
International Student Advisor

FYE
Counselor Coordinator

SFP Technician

Counselor Adjunct

Passage Program
Counselor Coordinator

SFP Technician

Counselor Adjunct

Counselor Adjunct

Counselor Adjunct

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

Admissions Offic
Registrar

Admissions & Records
Assistant

Admissions & Records
Assistant

Admissions & Records
Evaluation Technician

Admissions & Records
Assistant

Admissions & Records
Assistant

LOS ANGELES SOUTHWEST COLLEGE ORGANIZATIONAL CHART

Vice President, Student Services

EOPS/CARE
Counselor/Coordinator

Counselor Adjunct

Sr. Offic Assistant

Care Coordinator

Counselor

Functional Map

A. District-College Functional Map

KEY:

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements

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

Standard I.A Mission	COLLEGE	DISTRICT
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	S

Standard I.B. Assuring Academic Quality and Institutional Effectiveness	COLLEGE	DISTRICT
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	___ [1]
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	___
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	___

---

[1] ___ represents not applicable

Standard I.B. Assuring Academic Quality and Institutional Effectiveness	COLLEGE	DISTRICT
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

Standard I.C. Institutional Integrity	COLLEGE	DISTRICT
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".	P	___
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	___
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	___
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S

Standard I.C. Institutional Integrity	COLLEGE	DISTRICT
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	‒‒
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	‒‒	‒‒
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	‒‒	‒‒
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	‒‒	‒‒

STANDARD II: Student Learning Programs and Support Services

Standard II.A. Instructional Programs	COLLEGE	DISTRICT
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.	P	⸺
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	⸺
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and 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.	P	⸺
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.	P	⸺
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.	SH	SH
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.	P	⸺
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.	P	⸺
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.	P	⸺
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.	P	S

Standard II.A. Instructional Programs	COLLEGE	DISTRICT
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.	P	S
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.	P	___
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.	P	S
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.	P	___
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.	P	___
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.	P	___
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.	P	___

Standard II.B. Library and Learning Support Services	COLLEGE	DISTRICT
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.	P	S
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.	P	___
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.	P	___
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.	P	___

Standard II.C. Student Support Services	COLLEGE	DISTRICT
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.	P	___
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.	P	S
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.	P	___
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.	P	___

Standard II.C. Student Support Services	COLLEGE	DISTRICT
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.	P	⎯⎯
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.	P	⎯⎯
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	⎯⎯
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.	P	S

STANDARD III: Resources

Standard III.A. Human Resources	COLLEGE	DISTRICT
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH

Standard III.A. Human Resources	COLLEGE	DISTRICT
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	SH	SH
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

Standard III.B. Physical Resources	COLLEGE	DISTRICT
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH

Standard III.B. Physical Resources	COLLEGE	DISTRICT
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

Standard III.C. Technology Resources	COLLEGE	DISTRICT
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

Standard III.D. Financial Resources	COLLEGE	DISTRICT
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	P	S
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH

Standard III.D. Financial Resources	COLLEGE	DISTRICT
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	___	___
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	S

STANDARD IV: Leadership and Governance

Standard IV.A. Decision-Making Roles and Processes	COLLEGE	DISTRICT
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

Standard IV.B. Chief Executive Officer	COLLEGE	DISTRICT
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

Standard IV.B. Chief Executive Officer	COLLEGE	DISTRICT
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: · establishing a collegial process that sets values, goals, and priorities; · ensuring the college sets institutional performance standards for student achievement; · ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; · ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; · ensuring that the allocation of resources supports and improves learning and achievement; and · establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S

Standard IV.C. Governing Board	COLLEGE	DISTRICT
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	___	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	___	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	___	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	___	P
5. The governing board establishes policies consistent with the college/district/sys-tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	___	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	___	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	___	P

Standard IV.C. Governing Board	COLLEGE	DISTRICT
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	___	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	___	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	───	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	───	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	───	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	___	P

Standard IV.D. Multi-College Districts or Systems	COLLEGE	DISTRICT
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	───	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	───	P

Standard IV.D. Multi-College Districts or Systems	COLLEGE	DISTRICT
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	——	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	——	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	___	P

Approved by DPAC on 11/20/15

CERTIFICATIONS

E. Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Los Angeles Southwest College (LASC) is a two-year community college operating under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (ER.1-1: Education Code 70900-70901).

The Los Angeles Community College District (LACCD) Board of Trustees recognizes LASC as one of the nine colleges operating in the District. Los Angeles Southwest College is currently accredited by the Accrediting Commission for Community and Junior Colleges (ER.1-2: Los Angeles Community College screenshot; ER.1-3: Accrediting Commission Action Letter dated July 3, 2014).

2. Operational Status
The institution is operational, with students actively pursuing its degree programs.

Los Angeles Southwest College (LASC) has operated continuously since it was established in 1967, offering day, evening, Saturday and online/hybrid classes in a variety of term lengths so that students may complete academic and vocational programs that lead to certificates and associate degrees, transfer to four-year institutions, and employment opportunities (ER.2-1: Class schedule; ER.2-2: Fall 2014 college profile).

3. Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Los Angeles Southwest College offers 44 degree programs that are two years in length and 42 certificate programs, along with the 13 approved Associate Degrees for Transfer (ADT's) that may be found in the college catalog. More than half the students enrolled in the College are enrolled in degree applicable courses.

All associate degrees consist of courses required for the major or area of emphasis, general education, and degree-applicable elective units to achieve the 60-unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (ER.3-1: List of degrees and certificates; ER.3-2: College catalog; ER.3-3: LACCD Board Rules 6201.13 and 6201.14).

4. Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chief Executive Officer of the LACCD is the Chancellor, Dr. Francisco C. Rodriguez, who has served in this capacity since June 1, 2014. His full-time responsibility is to oversee the LACCD with its nine colleges in accordance with Board policies and rules. The Chief Executive Officer of Los Angeles Southwest College is Dr. Linda Rose, who commenced her duties and responsibilities on August 4, 2014. As President, Dr. Rose's primary responsibilities are to oversee the operation of the College. Neither Dr. Rodriguez nor Dr. Rose serves as the chair of the governing board (ER.4-1: Chancellor's Biography; ER.4-2: President's Biography; ER.4-3: Board Rule 2200 ; ER.4-4: Current Board of Trustees Members).

5. Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual external financial audits are conducted of each college in the Los Angeles Community College District by a certified public accountant. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public. Information regarding LASC's compliance with Title IV federal regulations can be found in the College's response to the *Policy on Institutional Compliance with Title IV* (ER.5-1: Certified Annual Financial Audits for 2012, 2013, and 2014).

Eligibility Requirements #6 through #21 are addressed in the Self-Evaluation Report

Certification of Continued Institutional Compliance with Eligibility Requirements Evidence List

ER.1-1: Education Code 70900-70901
ER.1-2: Los Angeles Community College (LACCD) screenshot
ER.1-3: Accrediting Commission Action Letter dated July 3, 2014
ER.2-1: Class schedule
ER.2-2: Fall 2014 college profile
ER.3-1: List of degrees and certificates
ER.3-2: College Catalog

ER.3-3: LACCD Board Rules 6201.13 and 6201.14
ER.4-1: Chancellors Biography
ER.4-2: Presidents Biography
ER.4-3: Board Rule 2200
ER.4-4: Current Board of Trustees Members
ER.5-1: Certified Annual Financial Audits for 2012, 2013, and 2014

F. Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of the Commission and Member Institutions

Los Angeles Southwest College was accredited in 1967 and has continually served as an accredited community college in south Los Angeles since its opening (CP.1: ACCJC Action Letters for Los Angeles Southwest College). As a voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC), the College is committed to nongovernmental accreditation that is focused on self-regulation, quality assurance to the public, and continuous institutional improvement.

All Los Angeles Southwest College accreditation activities are coordinated through the Office of Institutional Effectiveness and the Accreditation Steering Committee (CP.2: LASC Accreditation Steering Committee Meeting Minutes). The development of the Institutional Self Evaluation Report takes place over a two-year period. Participants in the preparation of the Self Evaluation Report represent the College's students, staff, faculty and administration (CP.3: LASC Accreditation Steering Committee Membership Roster). The Accreditation Steering Committee distributed drafts of the 2016 Self Evaluation Report to the Academic Senate and College Council in October 2015 for review and comment by the College community (CP.4: LASC Academic Senate Meeting Agenda; CP.5: LASC Academic Senate Meeting Agenda and LASC College Council Meeting Minutes). There was an accreditation retreat in August 2015, providing all members of the campus community an opportunity to contribute and provide feedback prior to the completion of the Self Evaluation Report (CP.6: LASC Accreditation Retreat Agenda).

The College maintains all correspondence and records on the accreditation history of the institution, including ACCJC recommendations. Historic accreditation records are archived on the Los Angeles Southwest College website on the accreditation page (CP.7: LASC Accreditation Webpage). An accreditation link is included on the College website's homepage (CP.8: Screenshot of LASC Home Page). External evaluation reports and Commission action letters are posted on the College's accreditation web page within the appropriate accreditation cycle (CP.9: LASC Accreditation Webpage). All communication between the Commission and the institution is sent directly to the College president (CP.10: ACCJC Letters to LASC College President).

Policy on Institutional Degrees and Credits

Los Angeles Southwest College adheres to the 60 semester unit requirement set forth in Title 5, Section 55063 of the California Code Regulations (CP.11: Section 55063 of the California Code Regulations) and in the Los Angeles Community College District (LACCD) Board Rule 6201.10 (CP.12: LACCD Board Rule 6201.10). This requirement is also included in the *Southwest College 2015-2016 General Catalog* (CP.13: LASC Catalog p. 57). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum requirement.

The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 (CP.14: Section 55002.5 of California Code of Regulations) and LACCD Administrative Regulation E-113 (CP.15: LACCD Administrative Regulation E-113). One credit hour of instruction requires a minimum of 48 hours of study, including: lecture, out-of-class work, or laboratory work. At Southwest College, one credit hour is 54 hours of study. For example, one credit hour equates to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week based on an 18-week semester. This time is then adjusted to extend scheduled class time for the 16-week semester.

Policy on Transfer Credit

All colleges within the LACCD, including Los Angeles Southwest College, will accept degree-applicable coursework completed at other colleges for the purpose of Associate Degree general education using the following guidelines (CP.16: LACCD Administrative Regulation E-93):

- Coursework must be completed at an institution accredited by a recognized regional accrediting body.
- Coursework must be Associate Degree applicable.
- A student must submit official transcripts from the originating institution consistent with current Board policy.
- The college will honor each course in the same general education area in which the originating institution placed each course. Equivalency to an LACCD course is not required and does not prohibit application of the course to an alternative general education area, if deemed beneficial to the student.
- Courses taken at the originating institution that do not appear on that college's general education pattern will be applied to an LACCD general education area based on course content equivalency to a general education course offered at an LACCD campus.
- A minimum grade of "C" (2.0) is required in each course used to fulfill the English and mathematics competency requirement.

Credit for Courses Completed at Non-Accredited Institutions

Los Angeles Community College District (LACCD) suspended its administrative regulation allowing students transferring from non-accredited institutions to, after successful completion of 30 units with a "C" or better grade point average at LACCD colleges, petition to have previously completed non-accredited courses evaluated for acceptance by the College (CP.17: LACCD Administrative Regulation E-8).

The following exceptions may be made to this regulation:

1. **Credit for Graduates of Diploma Schools of Nursing:** The following amount of credit is authorized for graduates of Diploma Schools of Nursing who enter the Los Angeles Community Colleges (CP.18: LACCD Administrative Regulation E-10):

    a. Thirty (30) semester units of credit will be given to graduates of Diploma Schools of Nursing under the following conditions:

        i. The student presents a valid, current California certificate as a licensed registered nurse to the designated administrative officer; and

        ii. The student had completed at least 12 units of credit at the college to which application is made.

    b. The work of graduates of Diploma Schools of Nursing outside California will be recognized if the student has a valid, current California license. Credit will be given

even though the license was obtained on the basis of reciprocity with another state rather than by examination.

c. Candidates for the Associate of Arts or Associate of Science Degree are exempt from Health Education as a general education requirement. No other general education requirements will be waived.

d. Additional courses in Nursing may be taken for credit only upon approval of the Nursing Department.

e. The transcript is not to reflect the major field nor should the diploma, where given, indicate Nursing as a major.

2. **Credit for Military Service Training:** Students who are currently serving in or have served in the military service shall have an evaluation of credit earned through military service training schools and/or military occupational specialties, if appropriate (CP.19: LACCD Administrative Regulation E-118).

3. **Credit for Law Enforcement Academy Training:** Credit for basic recruit academy training instructional programs in Administration of Justice or other criminal justice occupations shall be granted as follows (CP.20: LACCD Administrative Regulation E-12):

a. Credit will be given for training from institutions that meet the standards of training of the California Peace Officers Standards and Training Commission.

b. A single block of credit will be given and identified as academy credit.

c. One unit of credit may be granted for each 50 hours of training, not to exceed ten semester units or their equivalent.

Credits granted by an institution of higher education for basic recruit academy training, under the above provisions, shall not be identified as equivalent to any required course in the major.

Credit by Examination

A college president may designate courses listed in the college catalog wherein any student who satisfies the following requirements may be granted credit by examination (CP.21: LASC Catalog p.34):

1. Is currently registered and in good standing, and has a minimum cumulative grade point average of 2.0

2. Has completed 12 units within the Los Angeles Community College District

3. Is not currently enrolled in, or has not completed a more advanced course in this discipline

4. Has never taken the same course for Credit by Examination and passed or not passed the examination

Limitation on Petitioning for Examination: The maximum of units for which a student may petition for credit by examination at the college shall be 15 units (CP.22: LASC Catalog p.34).

Maximum Units Allowable: The maximum number of credit by examination units with a grade of "P" (or "CRX" for courses taken before and up to Fall 2009) that may be applied

toward graduation requirements shall be limited to 15 units (CP.23: LASC Catalog p. 34).

Acceptance Towards Residence: Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence (CP.24: LASC Catalog p. 34).

Recording of Grades: Credit by examination shall be entered on the student's record as "P" or "NP" (or "CRX" or "NCRX" for courses taken before and up to fall 2009) as provided in Board Rule 6702. The student's record shall also be annotated "Credit by Examination" as provided in Board Rule 6704 (CP.25: LASC Catalog p. 34).

Limitations on Examinations: A student who does not pass the examination for a course may not repeat the examination (CP.26: LASC Catalog p. 34).

Policy on Distance Education and on Correspondence Education

The mission statement for Los Angeles Southwest College asserts that the College "empowers a diverse student population to achieve its academic and career goals." Offering courses through distance education is one approach the College uses to achieve that part of its mission. The College does not offer any correspondence education programs.

All class offerings, regardless of delivery mode, follow the same Course Outline of Record (COR) and Student Learning Outcomes (SLOs). SLO data is collected for all classes offered on an ongoing basis regardless of location and delivery mode (CP.27: LACCD Administrative Regulation E-89). The SLOs are attached to the COR as an addendum (CP.28: LASC SLO Committee Meeting Minutes). All CORs for new courses as well as course updates and revisions are reviewed and approved by the College's Curriculum Committee (CP.29: LASC Curriculum Committee Meeting Minutes). Requests for courses to be offered entirely online or in a hybrid format go through separate review and approval through the Curriculum Committee (CP.30: LASC Curriculum Committee Meeting Minutes). SLO assessment is only one measure used to ensure the quality of instruction. All faculty are evaluated at least once every three years as indicated in Article 19 and Article 42 of the *Agreement 2014-2017* between the Los Angeles Community College District and the Los Angeles College Faculty Guild (CP.31: Article 19 and Article 42 of the *Agreement 2014-2017* between the Los Angeles Community College District and the Los Angeles College Faculty Guild). An example of criteria included in the evaluation for all faculty, full time and hourly rate, regardless of mode of delivery, are (CP.32: LACCD Faculty Evaluation Form) that the faculty member:

- Is regularly available to students (A7 on the evaluation form).
- Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi) (A9 on the evaluation form).
- Promotes active involvement of students in learning activities (B4 on the evaluation form).
- Teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline (B10 on the evaluation form).
- Initiates regular, systematic and substantive student contact (B16 on the evaluation form).

Southwest College offers resources for online students that are comparable to services provided on campus. Students apply, register for classes, pay fees, and view grades online (CP.33: LACCD Student Information System Screenshot). Various student services areas offer support for online students including:

- Library Resources (CP.34: LASC Library Webpage, http://libguides.lasc.edu/lasc_library)
- Ask a Counselor (Online Academic Advising, CP.35: LASC Homepage Screenshot)
- Financial Aid information (CP.36: LASC Financial Aid Webpage, http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html) and

the Free Application for Federal Student Aid (FAFSA) application (CP.37: LASC Financial Aid Webpage, http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html)
- Online Orientation (CP.38: LASC On-line Orientation Webpage)
- Career Center (CP.39: LASC Career Center Webpage, http://www.lasc.edu/cte/)

The College will provide the Accrediting Commission advanced notice of intent to offer degrees and certificates 50 percent or more online via a Substantive Change proposal.

The College-adopted learning management system (LMS), Etudes, allows for secure login by the students. Students are authenticated via an access portal connection through the District's Student Information System (SIS). This connection allows Etudes to use the same District-issued student credentials used in the District systems, and, as a result, there are no authentication fees charged to the student. The College publishes information on student rights and privacy in the college catalog (CP.40: LASC Catalog, p. 210).

The College also provides online academic support for students taking courses online. Smart Thinking connects LASC students with online tutors. Students are able to make appointments, submit questions, and receive feedback on written assignments (CP.41: Smart Thinking Webpage, http://www.lasc.edu/student_success_center/smartthinking.html). Southwest College students have access to Student Lingo, which provides on-line workshops related to personal management, academic exploration, learning strategies, reading/writing strategies, test-taking skills, and much more. Some workshops are available in Spanish (CP.42: Student Lingo Webpage, http://www.lasc.edu/student_success_center/studentlingo.html).

Policy on Representation of Accredited Status

Los Angeles Southwest College has an accreditation link on its homepage. The link directs the viewer to the College's accreditation webpage (CP.43: LASC Homepage Screenshot), which is one click from the homepage and displays the following statement:

> *Los Angeles Southwest College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education.*
>
> *Students and members of the public, who wish to file a formal complaint to the Commission about one of its member institutions, may contact the Commission as shown below:*
>
> *Accrediting Commission for Community and Junior Colleges*
> *Western Association of Schools and Colleges*
> *10 Commercial Boulevard, Suite 204*
> *Novato, CA 94949*
>
> *(415) 506-0234*
>
> *Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.*

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the accreditation webpage to the comprehensive evaluations, mid-term reports, related site visit materials, follow-up reports, site visiting team reports, and Accrediting Commission action letters in 2014, 2013, 2012, 2009, 2008, and 2006. There is also a general correspondence section for letters not directly related to or following up on a comprehensive self evaluation of educational quality and institutional effectiveness or substantive change reports and approvals.

Policy on Student and Public Complaints against Institutions

The Los Angeles Community College District (LACCD) has clear policies and procedures for handling student grievances and complaints. Board Rules are accessible online at the District website under the *Board of Trustees* link (CP.44: LACCD Board of Trustees Website, http://www.laccd.edu/Board/Pages/default.aspx). Board Rule 15003, Section I defines prohibited discrimination (CP. 45: LACCD Board Rule 15003). In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Regulations, which are available online at the District's website under the *About LACCD* link (CP. 46: LACCD Website, About LACCD Screenshot, http://www.laccd.edu/About/Pages/default.aspx). Administrative Regulations related to student grievances and complaints include the following:

- Business Services 8 (B-8): Describes the District appeals review process for college decisions regarding financial aid appeals (CP.47: LACCD Administrative Regulations, B-8);
- Educational Services 10 (E-10): Explains the program admissions, academic, and health requirements for the District's nursing programs. Dismissal and appeals procedures are detailed in this regulation under section III. Dismissal (CP.48: LACCD Administrative Regulations, E-10);
- Educational Services 55 (E-55): Details the procedures for resolving student grievances, including grade challenges. Included in this regulation is a list of nine types of complaints that are excluded from the E-55 procedures. Students are referred to other Administrative Regulations or college offices to address the excluded complaint categories (CP.49: LACCD Administrative Regulations, E-55);
- Educational Services 71 (E-71): Explains the appeal procedure at the District level following a final residency determination made at a college (CP.50: LACCD Administrative Regulations, E-71);
- Educational Services 100 (E-100): Describes the criteria for serving students with disabilities, including appeals of eligibility determination and accommodations (CP.51: LACCD Administrative Regulations, E-100).

The policies and procedures discussed above are found under the *Current Students* link on the Los Angeles Southwest College (LASC) website homepage. Under the *Current Student* tab, Resources heading, is a link to the *Student Grievances* webpage (CP. 50: LASC Webpage, Current Students Tab). An opening paragraph describes the purpose of student grievances and directs a student to contact the Office of Student Services to initiate a grievance. Included on this page is a link to the state Chancellor's Office complaint notice and procedures webpage (CP.52: LASC Student Grievance Webpage Screenshot).

Included on the *Student Grievances* webpage are four additional links, including the following: *Equal Opportunity Policy, Sexual Harassment Policy, Complaints Regarding Grades,* and *Academic Disability Accommodations.* The *Discrimination and Harassment* link

describes the District policy on prohibited discrimination and directs inquiries or complaints to the LACCD Office for Diversity, Equity and Inclusion (ODEI [CP.53: LASC Student Grievance Webpage Screenshot]). Complaints regarding ADA accommodations are directed to the College's ADA coordinator (CP.54: LASC Student Grievance Webpage Screenshot).

Prohibited discrimination complaints are directed to the ODEI for review and, if appropriate, investigation. If the complaint warrants an investigation, the compliance officer completes the investigation within 60 days and makes a written report to the college president for college-based matters. The college president independently assesses whether the "preponderance of the evidence" supports a violation of the prohibited discrimination policy. Prior to making a final decision, the complainant(s) and the alleged offender(s) are provided with a summary of the compliance officer's findings from the investigation, and they are provided an opportunity to make an oral statement to the college president. Within 90 days from the start of the investigation, a written decision is mailed to both the complainant(s) and the alleged offender(s) from the college president's office. Following the final written decision, the college president initiates discipline, if appropriate. If the complainant is not satisfied with the written decision, he or she may appeal to the District's governing board within 15 days by writing an appeal to the District chancellor's office. Records of these types of investigations, including the compliance officer's investigation report and the college president's written decisions are securely maintained in the college president's office.

The *Student Grievance* link explains the purpose of the student grievance and the process to resolve and initiate the grievance process. Students needing assistance with the grievance process can contact the ombudsperson for support. Students also have the option to request a student advocate who assists the complainant with the grievance process. In compliance with the recent Title IX regulations changes effective July 1, 2015, the procedures for notifying students, faculty, and staff of the reporting process, to be in compliance with Title IX regulation, are pending approval from the LACCD Board of Trustees.

In addition to the public posting of these policies and procedures on the Southwest College and LACCD websites, students are informed about these policies and procedures in the *Southwest College 2014-2016 General Catalog* (CP.55: LASC Catalog, p. 213).

Students may also submit a complaint directly to the vice president of Student Services. These complaints are reviewed and responded to by the appropriate administrator. Documentation of complaints submitted directly to the vice president of Student Services is maintained in the vice president's office.

The College publishes in the college catalog and on the College website information for the public to submit complaints to the Department of Education, the state Chancellor's Office (CP.56: LASC Catalog, p. 221), and the Accrediting Commission for Community and Junior Colleges (CP.57: LASC Catalog p. 223).

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Los Angeles Southwest College accurately represents the educational programs and services it provides. The college catalog accurately reports the official college name, telephone numbers, and the street and website addresses (CP.58: LASC Catalog, p. 2). The College articulates its mission, goals, and values on the website and in the general catalog (CP.59: About LASC Webpage, http://www.lasc.edu/news/Why_LASC.html and CP. 59: LASC Catalog, p.11). Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct are presented in the college catalog (CP.60: LASC Catalog, pp. 55-118). In addition to the preceding information, students and the public may find the following in the general catalog: a list of faculty and the degrees they hold, the District wide academic freedom and nondiscrimination statements, members of the governing board, and references to the location or publication of other institutional policies (CP.61: LASC Catalog, pp.189-223). The College statement on its accredited status is presented in the college catalog and on the website one click from the homepage (CP.62: LASC Catalog, p.2 and CP.63: LASC Homepage Screenshot). Copies of all college catalogs are archived in the College library and are available upon request (CP.64: LASC Library Catalog).

Well-qualified and trained staff members produce the information posted on the College website, printed in the college catalog, and shared with prospective, new, and returning students. To ensure the staff act with integrity and responsibility, the College supports the professional development of classified staff, faculty, and administrators (CP.65: LASC Professional Development Committee Meeting Minutes). Staff, faculty, and administrators are encouraged to continue professional growth through conference attendance, seminars, and degree completion. In addition, staff members receive training within their specific departments. The College's comprehensive program review and annual program planning processes allow for staff to evaluate their practices and plan for improvement.

Policy on Contractual Relationship with Non-Regionally Accredited Organizations

Currently, Los Angeles Southwest College does not have any non-regionally accredited organization contracts. If the College needed to pursue such a contract in the future, the procurement process would be guided by the contracts procedural checklist process, which does provide specific guidelines for engaging these types of organizations. Should the College consider a contract with a non-regionally accredited organization, it would review the impact of such a contract on its accredited status as it moved through the procurement checklist prior to proposing the contract for consideration by the governing board.

At Los Angeles Southwest College, the president has delegated the authority to approve and sign contracts to the vice president of Administrative Services in her absence; therefore, the vice president of Administrative Services may approve such documents (CP.66: LASC VP of Administrative Services Job Description). The Request for Contract (RFC) must follow an established checklist process that guides the development of RFC and the contractual relationship with the outside entity (CP.67: LASC RFC Policy and Procedures). Once approved, the completed RFC is forwarded to the college procurement office (CPO), which manages the process and ensures that submittals are received consistent with established policies and district regulations.

Most contracts go through some form of competitive procurement process. Those delegated contract transactions handled at the college level require a solicitation of at least three quotes for any RFC over $1,500. The regional college procurement specialist processes quotes over $5,000, and the Educational Services Center (ESC) contracts office handles agreements over $86,000.

As indicated in administrative regulation E-109, all requests for Instructional Service Agreements (ISA) at the college must follow the requirements contained in the State Chancellor's Office Contract Guide for Instructional Service Agreements between College Districts and Public Agencies (Appendix A [CP.68: LACCD Administrative Regulation E-109 and CP.69: State Chancellor's Office Contract Guide for Instructional Service Agreements between College Districts and Public Agencies]). ISAs must meet all of the provisions of the California Code of Regulations Title 5 and California Education Code and be reviewed by the Los Angeles Community College District's Office of the General Counsel prior to the governing board approval. The ISA must detail enrollment period, enrollment fees, class hours, supervision process for evaluation, and procedures for students to withdraw. The agreement must also include references to supervision and control to protect the health and safety of the student. Instructors must maintain consistency with the course Outline of Record and the college must control and direct the instructional activity in its purview. In addition, the facilities must be open to the general public and enrollment in the class must be open to any person who has been admitted to the college and has met applicable prerequisites. Instructors who are hired under an ISA must submit documentation

to District Human Resources (HR) for review to determine that the minimum qualifications to teach the course are met.

Policy on Institutional Compliance with Title IV

Los Angeles Southwest College (LASC) complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and professional development of staff. LASC was recertified to continue with the Department of Education federal financial aid program in 2013 (CP.70: LASC Department of Education Financial Aid Certification). Recertification occurs every five years. The Financial Aid Office conducts compliance requirement checks on an annual basis by following the U.S. Department of Education's Federal Student Aid (FSA) assessment guide (CP.71: LASC 2014 Financial Aid Compliance Requirements Check). In addition, the Financial Aid Office attends regular conferences and training offered by the U.S. Department of Education and financial aid associations to ensure the College complies with current Title IV Financial Aid regulations (CP.72: LASC Financial Aid Office Training Agendas).

An independent firm conducts audits of the Los Angeles Community College District (LACCD) financial aid programs on an annual basis. The most recent audit of the LASC program was during the 2014-2015 academic year. As of yet, there are no findings as a result of the audit from 2014-15. The LACCD produces a report called the *Basic Financial Statements and Supplemental Information Audit Reports* at the end of each audit period (CP. 73: LASC District Audit Report and CP. 74: LACCD Basic Financial Statements and Supplemental Information Audit Reports). Southwest College last had an on-site visit during the 2013-2014 audit cycle.

On April 30, 2015, the LACCD revised Administrative Regulation E-13 concerning attendance accounting and grade collection by adding a secondary mandatory roster called "Active Enrollment Roster" to comply with the Return to Title IV (R2T4) regulation relating to the issuance of "F" grades (CP. 75: LACCD Administrative Regulation E-13). On July 10, 2015, the Vice Chancellor of Educational Programs and Institutional Effectiveness notified all colleges via a memo of the change in procedures (CP. 76: Vice Chancellor of Educational Programs and Institutional Effectiveness Memo).

Los Angeles Southwest College's default rates fall within the acceptable range. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Program. Los Angeles Southwest College's three-year cohort default rates during the last cohort years were under 30 percent. In 2012, cohort defaults were 24 percent (CP.77: LASC Cohort Default Rate). Cohort default rates of colleges may be queried from the U.S. Department of Education's website (CP.78: Federal Student Aid Website, https://studentaid.ed.gov/sa/about/data-center/student/default). Southwest College strives to keep loan default rate low by providing financial literacy information (CP.79: LASC Financial Literacy Pamphlet) that can be accessed on the College's Financial Aid website (CP.80: LASC Financial Aid Homepage). The California Community College Chancellor's Office launched a statewide default prevention project in 2013 and has identified several tools and vendors to assist California community colleges in

managing their default rates. The LACCD has been utilizing the Borrower Connect product from USA Funds as a tool to better target outreach with student loan borrowers. The Central Financial Aid Loan Unit (CLAU) of the LACCD conducts all the activities associated with Borrower Connect on behalf of the nine colleges.

Certification of Continued Institutional Compliance with Commission Policies Evidence List

CP.1: ACCJC Action Letters for Los Angeles Southwest College
CP.2: LASC Accreditation Steering Committee Meeting Minutes
CP.3: LASC Accreditation Steering Committee Membership Roster
CP.4: LASC Academic Senate Meeting Agenda
CP.5: LASC College Council Meeting Minutes
CP.6: LASC Accreditation Retreat Agenda
CP.7: LASC Accreditation Webpage
CP.8: Screenshot of LASC Home Page
CP.9: LASC Accreditation Webpage
CP.10: ACCJC Letters to LASC College President
CP.11: Section 55063 of the California Code Regulations
CP.12: LACCD Board Rule 6201.10
CP.13: LASC Catalog p. 57
CP.14: Section 55002.5 of California Code of Regulations
CP.15: LACCD Administrative Regulation E-113
CP.16: LACCD Administrative Regulation E-93
CP.17: LACCD Administrative Regulation E-8
CP.18: LACCD Administrative Regulation E-10
CP.19: LACCD Administrative Regulation E-118
CP.20: LACCD Administrative Regulation E-12
CP.21: LASC Catalog p.34
CP.22: LASC Catalog p.34
CP.23: LASC Catalog p.34
CP.24: LASC Catalog p.34
CP.25: LASC Catalog p.34
CP.26: LASC Catalog p.34
CP.27: LACCD Administrative Regulation E-89
CP.28: LASC SLO Committee Meeting Minutes
CP.29: LASC Curriculum Committee Meeting Minutes
CP.30: LASC Curriculum Committee Meeting Minutes
CP.31: Article 19 and Article 42 of the Agreement 2014-2017 between the Los Angeles Community College District and the Los Angeles College Faculty Guild
CP.32: LACCD Faculty Evaluation Form
CP.33: LACCD Student Information System Screenshot
CP.34: LASC Library Webpage, http://libguides.lasc.edu/lasc_library

CP.35: LASC Homepage Screenshot
CP.36: LASC Financial Aid Webpage,
    http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html
CP.37: LASC Financial Aid Webpage,
    http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html
CP.38: LASC On-line Orientation Webpage
CP.39: LASC Career Center Webpage, http://www.lasc.edu/cte/
CP.40: LASC Catalog, p.210
CP.41: Smart Thinking Webpage,
    http://www.lasc.edu/student_success_center/smartthinking.html.html
CP.42: Student Lingo Webpage,
    http://www.lasc.edu/student_success_center/studentlingo.html
CP.43: LASC Homepage Screenshot
CP.44: LACCD Board of Trustees Website, http://www.laccd.edu/Board/Pages/default.aspx
CP.45: LACCD Board Rule 15003
CP.46: LACCD Website, About LACCD Screenshot,
    http://www.laccd.edu/About/Pages/default.aspx
CP.47: LACCD Administrative Regulations, B-8
CP.48: LACCD Administrative Regulations, E-10
CP.49: LACCD Administrative Regulations, E-55
CP.50: LACCD Administrative Regulations, E-71
CP.51: LACCD Administrative Regulations, E-100
CP.52: LASC Student Grievance Webpage Screenshot
CP.53: LASC Student Grievance Webpage Screenshot
CP.54: LASC Student Grievance Webpage Screenshot
CP.55: LASC Catalog, p. 213
CP.56: LASC Catalog, p.221
CP.57: LASC Catalog p.223
CP.58: LASC Catalog, p.2
CP.59: About LASC Webpage, http://www.lasc.edu/news/Why_LASC.html and CP. 59:
    LASC Catalog, p.11
CP.60: LASC Catalog, pp. 55-118
CP.61: LASC Catalog, pp.189-223
CP.62: LASC Catalog, p.2
CP.63: LASC Homepage Screenshot
CP.64: LASC Library Catalog
CP.65: LASC Professional Development Committee Meeting Minutes
CP.66: LASC VP of Administrative Services Job Description
CP.67: LASC RFC Policy and Procedures
CP.68: LACCD Administrative Regulation E-109
CP.69: State Chancellor's Office Contract Guide for Instructional Service Agreements
    between College Districts and Public Agencies
CP.70: LASC Department of Education Financial Aid Certification
CP.71: LASC 2014 Financial Aid Compliance Requirements Check

CP.72: LASC Financial Aid Office Training Agendas
CP.73: LASC District Audit Report
CP.74: LACCD Basic Financial Statements and Supplemental Information Audit Reports
CP.75: LACCD Administrative Regulation E-13
CP.76: Vice Chancellor of Educational Programs and Institutional Effectiveness Memo
CP.77: LASC Cohort Default Rate
CP.78: Federal Student Aid Website, https://studentaid.ed.gov/sa/about/data-center/student/default
CP.79: LASC Financial Literacy Pamphlet
CP.80: LASC Financial Aid Homepage

Los Angeles Southwest College
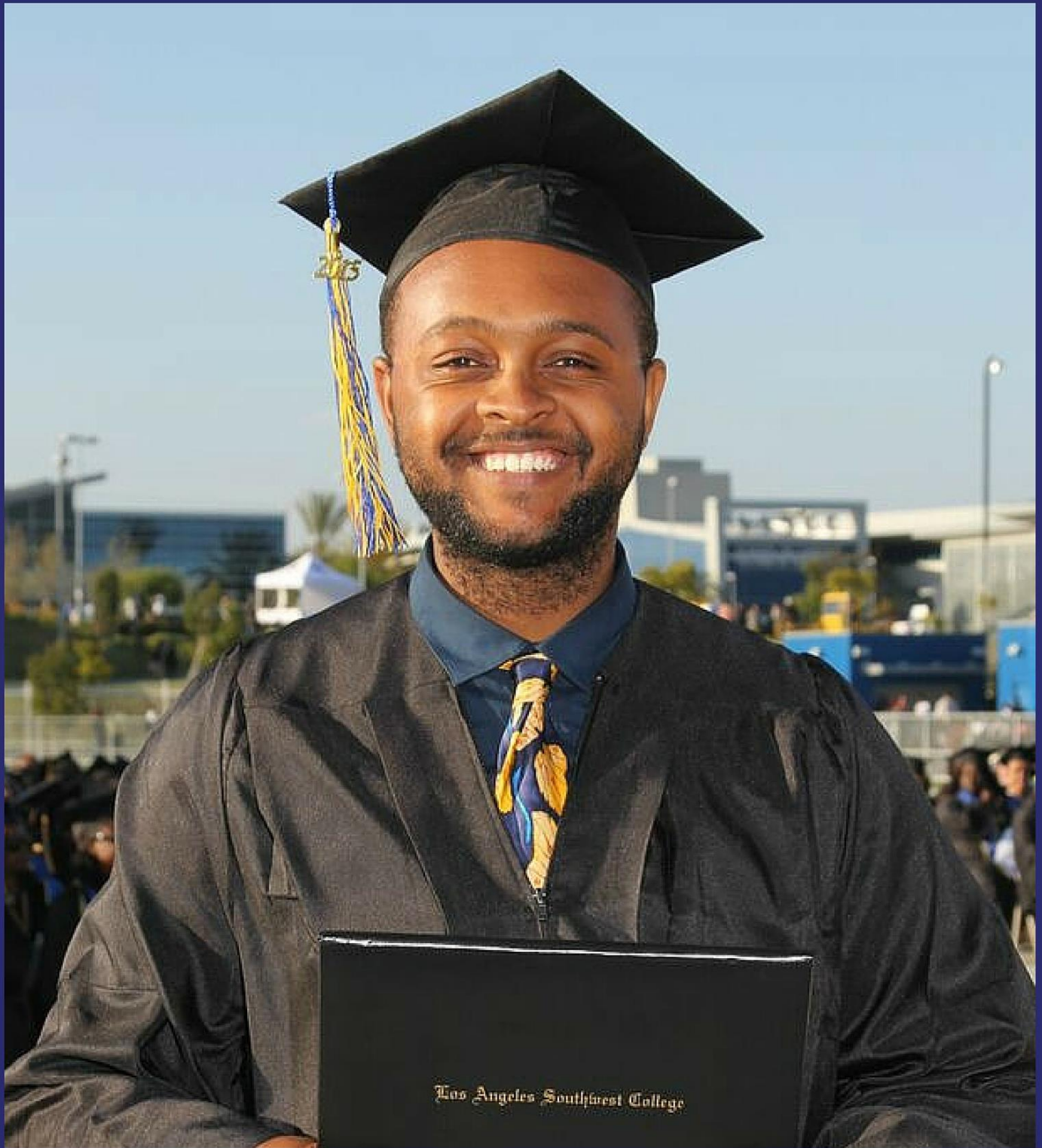
STANDARD I

G. Institutional Analysis Relative to Standards

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

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

I.A. Mission

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

Evidence of Meeting the Standard

The Mission of Los Angeles Southwest College

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals and to become critical thinkers and socially responsive leaders. (I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan).

The College Council approved the mission statement on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.A.1-2: March 24, 2014 Academic Senate minutes; I.A.1-3: March 25, 2014 College Council minutes; I.A.1-4: January 28, 2015 LACCD Board of Trustees minutes).

Analysis and Evaluation

The College's mission does describe its broad educational purposes, which are appropriate to an institution of higher learning. Additionally, the mission statement describes the College's intended student population, and its commitment to student learning and student achievement.

Conclusion

The College does not meet all elements of this Standard. The College needs to address the fact that the mission statement does not describe the types of degrees and other credentials it

offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan
I.A.1-2: March 24, 2014 Academic Senate minutes
I.A.1-3: March 25, 2014 College Council minutes
I.A.1-4: January 28, 2015 LACCD Board of Trustees minutes

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

Evidence of Meeting the Standard

Effectiveness in Accomplishing Mission

The College uses data is used in a myriad of ways to determine how effectively it is accomplishing its mission.

- The LASC Strategic Plan and the Campus Master Plans operationalize the mission into concrete goals, objectives, and activities. These plans were developed through an intensive examination of multiple data points.
- Further, each goal has a number of clear and easy-to-assess data measures that will be used to determine how much progress is being made (I.A.2-1: 2014-2020 LASC Strategic Plan).

Mission Used to Direct Priorities

These goals and data measures are infused throughout campus processes to ensure that they are being used to effectively direct institutional priorities.

- A week before each fall semester, the College holds a planning retreat, in which faculty, staff, administrators, and students analyze data on the College's progress towards its Strategic Goals (I.A.2-2: 2014 and 2015 Planning Retreat Materials). Through this analysis, the College has an annual assessment of how well it is accomplishing its mission. It can also identify areas that need to improve, and/or indicate specific objectives or priorities on which the College should focus for the coming year.
- In addition to the annual planning retreat, all instructional, student service, and administrative service programs complete an annual data-based program review.

- The College also annually reviews extensive student performance data to determine its institution-set standards. For the last two years, the College Strategic Planning Committee (SPC) has devoted the majority of its March meeting to reviewing student performance data and reviewing the College's institution-set standards (I.A.2-3: March 6, 2014, Strategic Planning Committee minutes, I.A.2-4: March 5, 2015, Strategic Planning Committee minutes, I.A.2-5: SPC Institution-Set Standard Data). The discussions in these meetings have been robust and have led to a number of other discussions about where there are opportunities for improvement. After the SPC votes to approve the standards, they are disseminated to the campus on the College website.
- In addition to these standardized annual processes, the Office of Institutional Effectiveness (OIE) regularly provides data and analysis to the College to inform decisions about how to best direct institutional priorities and resources. In 2014, OIE completed a re-design of its website. The redesigned site was developed using the Microsoft SharePoint platform, which allowed OIE to post and distribute college data and reports faster and easier. As a result, there are substantially more data available to the College, the community, and the public than ever before (I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage). The new site allows visitors to view the California Community Colleges Student Success Scorecard, the White House College Scorecard, and data from a number of other district, state, and federal sources. Further, a number of college-level data reports on the College's service area, student equity, and student outcomes are available. As a result, it has become a "one-stop shop" for data and analysis on how effectively the College is meeting its mission and how to best direct institutional resources and priorities to meet the educational needs of our students.

Analysis and Evaluation

Data is infused throughout campus practices and procedures and is regularly used to determine how well the College is accomplishing its mission. Further, it is used to improve upon processes that direct institutional priorities in meeting student educational needs. The revised course scheduling process that is discusses below, for example, uses data in a thoughtful manner to determine how the College will allocate its instructional budget.

In 2014, LASC's data-based program review process was revised to more closely link program data with program plans and budget allocation requests. Through this revised process, programs analyze program-specific data on how well they are meeting the goals of the Strategic Plan, develop plans for improvement, and request resources necessary for improvement (I.A.2-7: Instructional Program Review Datasheet; I.A.2-8: Instructional Program Review Form; I.A.2-9: Non-Instructional Program Review Datasheet, I.A.2-10: Non-Instructional Student Services Program Review Form).

Further, the revised process was streamlined so that data analysis was limited to those measures that directly align with the College Strategic Plan (I.A.2-11: April 29, 2014 Program Review Committee minutes; I.A.2-12: May 8, 2014 Program Review Committee

minutes; I.A.2-13: March 13, 2014 Program Review Committee minutes). This ensured that all programs were focusing on the areas that would move the College towards attaining its goals and mission. Moreover, all program reviews are now publically available on the website, thus improving the transparency of data, as well as the steps programs are taking to improve upon the data (I.A.2-14: Screenshot of Instructional Program Review Page).

To continuously ensure that the mission effectively directs institutional priorities, the College recently revised its course scheduling process to be much more strongly based on data. There were a number of inefficiencies in the previous scheduling process that made it possible for courses to be scheduled in a manner that did not best meet the educational needs of students. In the revised process, however, courses are scheduled in a way that balances student completion pathways with annual FTES funding and budgetary constraints. Departments create a five-semester plan that determines the upcoming semesters that each course in a completion pathway will be offered. When the College knows its FTES target and budget for the coming year, each department is then given a semester FTES target, a paid hours cap, and an extensive amount of scheduling data (I.A.2-15: Fall 2015 FTES targets; I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet). The targets and caps are determined through a mathematical model that uses prior FTES generated, prior paid hours expended, and prior instructional efficiency. Once the departments receive this data, they use an online worksheet to determine how many sections of each course they will offer in that semester (I.A.2-17: LASC Department Chair Course Scheduling Guide). This worksheet automatically calculates FTES and paid hours for each section and allows departments to schedule their courses in a way that balances their high-enrolling intro-level courses with lower-enrolling upper-level courses. As a result, a data-driven course schedule is developed each semester that meets student educational needs and complies with FTES funding and budgetary constraints. This process was first implemented for the fall 2015 semester. Its effectiveness will be evaluated in the 2015-2016 academic year.

Conclusion

The College meets the Standard.

Evidence

I.A.2-1: 2014-2020 LASC Strategic Plan
I.A.2-2: 2014 and 2015 Planning Retreat Materials
I.A.2-3: March 6, 2014, Strategic Planning Committee minutes
I.A.2-4: March 5, 2015, Strategic Planning Committee minutes
I.A.2-5: SPC Institution-Set Standard Data
I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage
I.A.2-7: Instructional Program Review Datasheet
I.A.2-8: Instructional Program Review Form
I.A.2-9: Non-Instructional Program Review Datasheet
I.A.2-10: Non-Instructional Student Services Program Review Form

I.A.2-11: April 29, 2014 Program Review Committee minutes
I.A.2-12: May 8, 2014 Program Review Committee minutes
I.A.2-13: March 13, 2014 Program Review Committee minutes
I.A.2-14: Screenshot of Instructional Program Review Page
I.A.2-15: Fall 2015 FTES targets
I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet
I.A.2-17: LASC Department Chair Course Scheduling Guide

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

<u>**Evidence of Meeting the Standard**</u>

Programs and Services

LASC's programs and services are aligned with its mission statement.

- The College's program review process ensures that all programs and services are aligned with the mission. A comprehensive program review is conducted every six years with shorter, focused annual reviews conducted each year in between.
- In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the Strategic Plan, and thus the college mission. For a more detailed description of this process, see the College response to Standard I.B.5 (I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle).

Decision-Making and Planning

LASC's mission guides institutional decision-making and planning.

- The mission is operationalized through the College's Strategic and Master Plans. The Strategic Plan takes the mission statement and translates it into five broad college wide goals.
- These goals are then further operationalized in the Campus Master Plans, which set out the specific activities that will be undertaken to meet the goals of the Strategic Plan, and thus ensure that we accomplish our mission (I.A.3-1: 2014-2020 LASC Strategic Plan).

Resource Allocation

LASC's mission guides resource allocation.

- The Strategic Plan and the mission also guide resource allocation. During the program review process, programs request resources that are necessary for them to meet their program goals. These requests are sent to the LASC Budget Committee for review and prioritization. Requests are prioritized using a rubric that assesses how well each request will further the college's progress towards its strategic goals (I.A.3-2: Budget Allocation Scoring Rubric).
- After all requests are prioritized, the highest-prioritized requests (i.e. those that are most closely aligned with the College mission and will further the College's progress towards its strategic goals) are funded, depending on the available College budget. For a more detailed description of this planning and budgeting process, see the College's response to Standard I.B.9.

Institutional Goals for Student Learning and Achievement

The College has established institutional goals for student learning and achievement.

- These goals can be found in the presentation of Student Achievement Data and Institutional-Set Standards section of the report.

Analysis and Evaluation

Through the College's integrated planning process, the College mission guides decision-making, planning, resource allocation, and informs institutional goals for student learning and achievement.

Conclusion

The College meets the Standard.

Evidence

I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle
I.A.3-2: 2014-2020 LASC Strategic Plan
I.A.3-3: Budget Allocation Scoring Rubric

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

<u>**Evidence of Meeting the Standard**</u>

Widely Published

LASC ensures that the mission statement is widely published.

- The mission statement is published in the college catalog, the course schedule, the annual college profile, the 2014-2020 Strategic Plan, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, and in multiple locations on the college website (I.A.4-1: College Catalog; I.A.4-2: Course Schedule; I.A.4-3: Annual College Profile; I.A.4-4: 2014-2020 LASC Strategic Plan; I.A.4-5: Educational Master Plan; I.A.4-6: Facilities Master Plan; I.A.4-7: Technology Master Plan; I.A.4-8: College website screenshots).
- Further, many faculty, staff, and administrators have chosen to include the mission in the signature line of their campus email.
- The mission is also displayed on the College's "Jumbotron", which is a 15-foot-tall, LED-illuminated sign that faces the corner of Western Avenue and Imperial Highway. This ensures that all motorists, pedestrians, and community residents who pass through this busy intersection are aware of our mission (I.A.4-9: Photo of Mission Statement displayed on Jumbotron).

Reviewed and Updated

The College community reviews the College's mission statement regularly and updates the mission statement as necessary.

- LASC's mission statement is revised as needed to accurately reflect the College's broad educational purposes and service to the community.
- The process for this revision is documented in the College's Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014; the Academic Senate on March 25, 2014; and the LACCD Board of Trustees on January 28, 2015 (I.A.4-11: March 24, 2014 Academic Senate minutes; I.A.4-12: March 25, 2014 College Council minutes; I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes).

Analysis and Evaluation

The mission statement is periodically reviewed and updated as necessary. Once updated, the governing board approves it, and it is widely published.

Conclusion

The College meets the Standard. However, the College needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.A.4-1: College Catalog
I.A.4-2: Course Schedule
I.A.4-3: Annual College Profile
I.A.4-4: 2014-2020 LASC Strategic Plan
I.A.4-5: Educational Master Plan
I.A.4-6: Facilities Master Plan
I.A.4-7: Technology Master Plan
I.A.4-8: College website screenshots
I.A.4-9: Photo of Mission Statement displayed on Jumbotron
I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook
I.A.4-11: March 24, 2014 Academic Senate minutes
I.A.4-12: March 25, 2014 College Council minutes
I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

<u>Evidence of Meeting the Standard</u>

Dialog at the Department/Unit Level

Sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur at the department/unit level in multiple venues.

- First, discussions regularly occur in department meetings (I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes).
- Dialog occurs more systematically, however, in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Next, they discuss how well their program is meeting the needs of LASC students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year's program review (I.B.1-2: Instructional Program Review Guide).
- These program reviews are publicly available on the College website. Screenshots of SLO responses from a 2014 program review provide an example of this (I.B.1-3: Screenshots of SLO responses from 2014 program review). For a more detailed discussion of this program review process, see the College's response to Standard I.B.5.

Dialog at the Committee Level

At a broader level, dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is sustained throughout the College committee system.

- The College's SLO Committee, Student Success Committee, Strategic Planning Committee, Academic Senate, Distance Education, and College Council each meet monthly and discuss matters to ensure that continuous quality improvement is occurring in each of these areas (I.B.1-4: 2014-2015 College Committee Calendar; I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
- To illustrate, here are few recent examples of these committee discussions. On March 5, 2015, the Strategic Planning Committee spent the majority of their meeting in a dialog about institution-set standards. The committee reviewed and discussed student

achievement data from the last five years, the current institution-set standards, and whether to modify them or not (I.B.1-6: March 5, 2015 Strategic Planning Committee minutes). On April 14, 2015, the Academic Senate had a robust discussion about Student Learning Outcomes, and how to improve the College's strategy for ensuring that all courses are being regularly assessed (I.B.1-7: April 14, 2015 Academic Senate minutes). On October 20, 2014, the Distance Education Committee had an in-depth discussion about improving pedagogy in online classes (I.B.1-8: October 20, 2014 Distance Education Committee minutes).

- To further improve this dialog, the SLO committee has appointed SLO coordinators for each department. This facilitates an ongoing dialog between the SLO committee, academic departments, the Office of Academic Affairs, and the Office of Institutional Effectiveness. In addition, these coordinators/liaisons meet regularly with departments to help faculty craft effective and measurable SLOs, along with strategies to assess them. (I.B.1-9: April 21, 2015 SLO committee minutes). A similar approach to ensuring an ongoing dialog is the Strategic Planning Committee's appointment of liaisons for each campus committee. These committee liaisons provide monthly updates and continuity between the Strategic Planning Committee and subcommittees (I.B.1-10: October 2, 2014 SPC minutes).

Dialog at the College Level

At the college level, there are multiple events and meetings in which dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs.

- Each year, during the week before the fall semester, a campus-wide planning retreat is held. At this retreat, faculty, staff, administrators, and students review data on how well the College is progressing towards its strategic goals (I.B.1-11: 2014 Planning Retreat materials). They also discuss college- and program-level goals and plans for the coming year (I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
- During each fall and spring semester, the Professional Growth Committee organizes a FLEX Day at which faculty discuss a variety of issues related to improving student learning and achievement. In spring 2015, for example, the College hosted Dr. Bethanie Tucker from Aha Process, Inc., who held an interactive day-long workshop on understanding and engaging under-resourced college students. In addition to the workshop, faculty received a copy of Dr. Tucker's book on the same topic (I.B.1-12: Spring 2015 Flex day agenda). Two campus administrators received train-the-trainer certification to continue campus dialogue and service to support under-resourced students.
- The College also recently completed its Student Equity Plan (I.B.1-13: LASC Student Equity Plan). The process for developing the plan included extensive discussions about student equity across the campus. A Student Equity Planning Committee was convened as a subcommittee of the Student Success Committee. This group held a

Student Equity Retreat on May 2, 2014, in which faculty, staff, and administrators began frank and candid discussions about equitable outcomes for students on campus. Core groups were created that focused on specific equity outcomes, and continued meeting throughout the summer.

- At the fall 2014 college wide planning retreat, these groups presented their data and their plans for improving student equity. A presentation on student equity was also given at the Fall 2014 FLEX Day (I.B.1-14: Fall 2014 Flex Day agenda). The plan was presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the Fall 2014 semester (I.B.1-15: September 23, 2014 Academic Senate minutes; I.B.1-16: October 6, 2014 College Council minutes; I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes).

Analysis and Evaluation

Sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs regularly throughout all levels of the College.

Conclusion

The College meets the Standard.

Evidence

I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes
I.B.1-2: Instructional Program Review Guide
I.B.1-3: Screenshots of SLO responses from 2014 program review
I.B.1-4: 2014-2015 College Committee Calendar
I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook
I.B.1-6: March 5, 2015 Strategic Planning Committee minutes
I.B.1-7: April 14, 2015 Academic Senate minutes
I.B.1-8: October 20, 2014 Distance Education Committee minutes
I.B.1-9: April 21, 2015 SLO committee minutes
I.B.1-10: October 2, 2014 SPC minutes
I.B.1-11: 2014 planning retreat materials
I.B.1-12: Spring 2015 Flex Day agenda
I.B.1-13: LASC Student Equity Plan
I.B.1-14: Fall 2014 Flex Day agenda
I.B.1-15: September 23, 2014 Academic Senate minutes
I.B.1-16: October 6, 2014 College Council minutes
I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes

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

Evidence of Meeting the Standard

Defines SLOs

Los Angeles Southwest College is committed to student learning. As such, 100 percent of courses, programs, and student support services have defined SLOs.

Assesses SLOs

The College has developed a six-semester cycle that includes assessment and reassessment of SLOs.

- In 2010, the College developed a six-semester cycle of SLO assessment, analysis, implementation, and reassessment (I.B.2-1: LASC Six-Semester SLO cycle).
- Through this cycle, the College had ongoing assessment occurring in 83 percent of its courses, 61 percent of its programs, and 100 percent of it student learning and support activities (I.B.2-2: 2014 and 2015 ACCJC Annual Reports).
- The LASC SLO coordinator has established a timeline for fall 2015 courses to be assessed in order to achieve the 100 percent compliance in assessing all courses and programs (I.B.2-3: Fall 2015 SLO Assessment Timeline document).

Analysis and Evaluation

Student learning outcomes are defined and are in the process of being assessed. Although the College has had some recent difficulties in tracking SLO assessments, specific actions have been taken to overcome these difficulties and to ensure that they are unlikely to occur again in the future.

The changes to the SLO timeline and the SLO tracking system will further embed this process in the campus infrastructure and ensure that it is resistant to staff turnover.

Conclusion

The College does not meet all elements of this Standard. Although the College assesses its SLOs, it does not do so regularly.

Evidence

I.B.2-1: LASC Six-Semester SLO cycle
I.B.2-2: 2014 and 2015 ACCJC Annual Reports
I.B.2-3: Fall 2015 SLO Assessment Timeline document

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

Evidence of Meeting the Standard

Establishes Standards

The College has established institution-set standards appropriate to its mission.

- In 2013, the first year that institution-set standards were required by the ACCJC, the institution-set standards were developed by taking a five year average of the outcomes of five measures:
  - Successful Student Course Completion Rate (i.e. Course Success Rate)
  - Student Degree Completion
  - Student Certificate Completion (excluding CSU GE and IGETC transfer certificates)
  - Student Transfer to 4-year Colleges and Universities (CSU and UC only)
  - State Licensure Exam Pass Rates
  - Job Placement Rates (this new required measure was added for the 2015 reporting period).

Assesses Achievement of Standards

LASC's Strategic Planning Committee regularly assesses how well it is meeting institution-set standards.

- In March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years (I.B.3-1: March 6, 2014, Strategic Planning Committee minutes; I.B.3-2: March 5, 2015, Strategic Planning Committee minutes).
- This examination has led to robust and candid discussions about how to improve student achievement. It should also be noted that the Strategic Planning Committee is composed of members from all major campus constituencies (I.B.3-3: 2014-2015 Strategic Planning Committee Member List). The varying viewpoints held by committee members from different constituencies have resulted in deep, textured conversations about the challenges our students face on the path to completion.
- Based on the data, committee discussion, and an evaluation of campus-wide changes that will impact student achievement (e.g. curricular changes, new programs, etc.), the committee votes to keep the standards as they are, or to modify them. For the most part, the committee has decided to set standards at 95 percent of the previous five-year average. This will ensure that student achievement will not fall below its current level while still allowing for year-to-year statistical fluctuations in the data.

DE-Specific Standards

- The ACCJC Annual Report addresses the number of courses offered via distance education, the number of programs offered via distance education, the unduplicated headcount enrollment in all types of Distance Education, and Correspondence Education. As noted in the 2015 report, the College does not offer a Distance Education Program or Correspondence Education (2015 ACCJC Annual Report).

Publishes Information

LASC publishes information about the institution-set standards online.

- After the Strategic Planning Committee discusses and evaluates the institution-set standards, they are approved and posted on the Strategic Planning Committee website.

Analysis and Evaluation

Institution-set standards for student achievement have been established, and the College regularly assesses its performance against those standards. This information is published on the College website.

Conclusion

The College meets the Standard.

Evidence

I.B.3-1: March 6, 2014, Strategic Planning Committee minutes
I.B.3-2: March 5, 2015, Strategic Planning Committee minutes
I.B.3-3: 2014-2015 Strategic Planning Committee Member List
I.B.3-4: 2015 ACCJC Annual Report

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

Evidence of Meeting the Standard

Uses Assessment Data

Both SLO assessment and student achievement data are incorporated into program review, which is an integral component of the College's planning and resource allocation process.

- In the program review process, programs analyze student learning and achievement data, provide an explanation for any trends observed, set objectives to improve upon the data, implement those objectives, request resources necessary to achieve them, and then evaluate them (I.B.4-1 LASC Participatory Decision Making and Integrated Planning Handbook).
- The College Budget Committee prioritizes resource requests using a rubric that assigns a higher weight to requests that support the College's Strategic Goals (I.B.4-2 LASC Budget Committee Budget Allocation Request Scoring Rubric; I.B.4-3: 2015-2016 Budget Allocation Request Prioritization). This process occurs annually, and ensures that the College's resources are allocated in a manner that supports student learning and achievement.
- Much more detail on the program review process can be found in the College's response to Standard I.B.5. More detail on the planning and budgeting process can be found in College's response to Standard I.B.9.

Organizes Processes

Assessment data are also used to organize processes to improve student learning and achievement.

- At a broader level, assessment and achievement data are used to develop the College mission, Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Master Plan.
- The mission sets the overall direction of the campus, which is then operationalized through the Goals of the Strategic Plan and the Objectives and Activities in the Master Plans. These plans are central in the organization of the College's institutional processes. For more detail, see the College's responses to Standard I.A.2 and Standard I.B.9.

Analysis and Evaluation

Assessment and achievement data are used to organize institutional processes to support student learning and achievement. The College Strategic and Master Plans are developed through an extensive analysis of data and guide and organize the College towards student learning and achievement.

All programs on campus complete program reviews, which are guided by these plans and include data analysis to determine how to improve program-level processes.

Conclusion

The College meets the Standard.

<u>**Evidence**</u>

I.B.4-1: LASC Participatory Decision Making and Integrated Planning Handbook
I.B.4-2: LASC Budget Committee Budget Allocation Request Scoring Rubric
I.B.4-3: 2015-2016 Budget Allocation Request Prioritization
I.B.4-4: Los Angeles Southwest College Integrated Planning Cycle

Institutional Effectiveness

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

<u>**Evidence of Meeting the Standard**</u>

Program Review

All instructional, student service, and administrative service programs are regularly reviewed to ensure that they are working to accomplish the College mission.

- A comprehensive program review is conducted every six years with a shorter, focused annual reviews conducted each year in between. In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.5-1: Instructional Program Review Datasheet; I.B.5-2: Program Review website screenshot).

Analysis of Quantitative and Qualitative Data

LASC analyzes both qualitative and quantitative data and disaggregates data by program type and mode of delivery.

- In the first step of the process, programs analyze program-specific and college-level data on measures that align directly with each goal of the Strategic Plan, and thus with the College mission. Enrollment and success data are disaggregated by ethnicity and gender, as well as by mode of delivery (I.B.5-3: Instructional Program Review Datasheet).
- Programs provide an explanation for the data and any trends observed. Next, they evaluate progress made on objectives that they developed in previous years. As a result of this evaluation and the analysis of their program data, they refine their previous year objectives, roll them over unchanged, or develop new objectives for the

coming year. In addition, programs respond to an extensive set of SLO questions each year (I.B.5-4: Screenshot of SLO Portion of Instructional Program Review).

- These questions are similar to those that are required on the ACCJC annual report, and are designed to elicit thoughtful program- and college-level discussions on how to improve student learning.

<u>Analysis and Evaluation</u>

All instructional, student service, and administrative service programs go through an annual program review and planning process. Programs analyze data, develop objectives to improve upon the data, request resources necessary to meet those objectives, and then evaluate the objectives.

Beginning in Spring 2014, the College evaluated and revised its program review process (I.B.5-5: March 13, 2014 Program Review Committee minutes; I.B.5-6: April 29, 2014 Program Review Committee minutes; I.B.5-7: May 8, 2014 Program Review Committee minutes). One of the major issues identified in this evaluation was the need to improve the transparency of the process. To address this need, LASC purchased the Microsoft SharePoint system in Summer 2014. Previously, program reviews were completed in Microsoft Word documents and were emailed between faculty initiators, department chairs, deans, and vice presidents. This led to a fairly closed system, which made it difficult to track programs' progress towards program review completion. The new online system allows anyone to view the status of every program review on the College website at any time.

The LASC Program Review Committee revised the program review form itself during the spring 2014 semester (I.B.5-8: March 13, 2014 Program Review Committee minutes; I.B.5-9: April 29, 2014 Program Review Committee minutes; I.B.5-10: May 8, 2014 Program Review Committee minutes). The committee spent multiple meetings evaluating the form. As a result of this evaluation, a number of changes were made. Redundancies and irrelevant portions of the program review were removed. Further, special attention was paid to creating a stronger link between program planning objectives and resource allocation requests. This resulted in a revised program review form that directly aligns College strategic goals, program objectives, and resource allocation requests. The Academic Senate approved this form on May 13, 2014 (I.B.5-11: May 13, 2014 Academic Senate minutes).

This online system also allows faculty and staff to easily view their objectives for the coming year. The revised form is broken into modules for each goal of the College strategic plan. After setting annual objectives for each goal of the strategic plan, programs can view a summary table of all their objectives for the coming year. In this summary table, they prioritize their objectives and associated resource requests. As a result, the College, the public, and all programs have 24/7 access to prioritized program objectives and resource requests.

This revised process was evaluated in fall 2014. A survey was sent to all program review faculty initiators, department chairs, deans, and vice presidents. The majority of respondents indicated that the online form was easy to use and that the revised process was more transparent than it was prior to the revision (I.B.5-12: 2014 Program Review Evaluation Report). In addition, the time required for programs to complete their program review was reduced substantially. In previous years, nearly all programs completed their reviews; however, many were submitted after the deadline. In the revised process, the vast majority of both instructional and non-instructional programs completed their program reviews on time. Thus, this revised process has addressed a number of College needs and ensures that programs are meeting the goals of the College Strategic Plan, and that the College is accomplishing its mission.

Conclusion

The College meets the Standard.

Evidence

I.B.5-1: Instructional Program Review Datasheet
I.B.5-2: Program Review website screenshot
I.B.5-3: Instructional Program Review Datasheet
I.B.5-4: Screenshot of SLO Portion of Instructional Program Review
I.B.5-5: March 13, 2014 Program Review Committee minutes
I.B.5-6: April 29, 2014 Program Review Committee minutes
I.B.5-7: May 8, 2014 Program Review Committee minutes
I.B.5-8: March 13, 2014 Program Review Committee minutes
I.B.5-9: April 29, 2014 Program Review Committee minutes
I.B.5-10: May 8, 2014 Program Review Committee minutes
I.B.5-11: May 13, 2014 Academic Senate minutes
I.B.5-12: 2014 Program Review Evaluation Report

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

Evidence of Meeting the Standard

Disaggregates and Analyzes Learning Outcomes

The College has extensively analyzed disaggregated student achievement data for a number of years.

- In 2010, Los Angeles Southwest College joined the Achieving the Dream (ATD) initiative. This nationwide reform movement focuses specifically on closing achievement gaps for students who have been historically underrepresented in higher education. Through this effort, the College has analyzed data on student achievement for different groups, and has allocated resources to develop programs and services to meet the specific needs of these groups.
- Data disaggregation also occurs at the program level in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Then, they discuss how well their program is meeting the needs of our students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year's program review (I.B.6-8: Instructional Program Review Guide). For a more detailed discussion of this process, see the College's response to Standard I.B.5.
- The College also recently completed its Student Equity Plan (I.B.6-3: LASC Student Equity Plan). The process for developing the plan included an extensive analysis of disaggregated data, as well as discussions about student equity across the campus. A Student Equity Planning Committee was convened as a subcommittee of the Student Success Committee. This group held a student equity retreat on May 2, 2014, in which faculty, staff, and administrators examined disaggregated data and began frank and candid discussions about equitable outcomes for students on our campus. Core groups were created that focused on specific equity outcomes and continued meeting throughout the summer.

Implements Strategies to Address Performance Gaps

LASC has implemented several robust strategies to address performance gaps.

- ATD analyses demonstrated that male students of color were achieving outcomes at a substantially lower rate than female students. In response, the College developed The Passage Program, which specifically addresses the needs of under-prepared and under-resourced African American and Hispanic males. The program is an academic and student support service designed to increase the academic success of these students (I.B.6-1: Screenshot of Passage Program Webpage).
- Additional analyses of our service area demonstrated that our community is shifting from a predominantly Black population to a predominantly Hispanic population. In response, the College developed the Bridges to Success Program, which addresses the needs of the English as a Second Language student, as well as those students seeking to obtain American citizenship (I.B.6-2: Screenshot of Bridges to Success Webpage).
- At the fall 2014 college wide planning retreat, Student Equity Committee Core Groups presented their disaggregated data and their plans for improving student equity. A presentation on student equity was also given at the fall 2014 FLEX Day (I.B.6-4: Fall 2014 Flex day agenda). The disaggregated data and plan were presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the fall 2014 semester (I.B.6-5: September 23, 2014 Academic Senate

minutes; I.B.6-6: October 6, 2014 College Council minutes; I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes).
- As a result of this plan, resources have been allocated to ensure that all groups on campus achieve equitable outcomes. To increase Hispanic enrollment, the Outreach and Recruitment office hired multiple bilingual recruiters. In addition, marketing efforts have branched out to Spanish-language media. To improve outcomes for basic skills students, supplemental instruction and tutoring have been expanded into a larger number of high-enrollment, low-success courses.

Analysis and Evaluation

Student achievement data is regularly disaggregated and analyzed. These analyses have led to the College allocating resources in specific areas to ensure that low-performing groups receive the support they need to thrive. Further, the College has started the process of analyzing disaggregated SLO data and has allocated resources to better institutionalize this process.

With regard to disaggregating SLO data, the College is still in the early stages of the process. For this to occur fully, the College would need to capture SLO data at the student level (e.g. John Smith scored a 5 out of 6 on his assessment), link that data to the student's demographic information, and then analyze the results. However, our current process captures data and presents it in the aggregate (for example, 85 percent of students met the SLO benchmark). Further, the College is without a software system that would easily allow for student-level data to be entered and analyzed. This is a deficiency that the College has noted and is taking steps to address.

Conclusion

The College meets the Standard.

Evidence

I.B.6-1: Screenshot of Passage Program Webpage
I.B.6-2: Screenshot of Bridges to Success Webpage
I.B.6-3: LASC Student Equity Plan
I.B.6-4: Fall 2014 Flex day agenda
I.B.6-5: September 23, 2014 Academic Senate minutes
I.B.6-6: October 6, 2014 College Council minutes
I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes

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

<u>**Evidence of Meeting the Standard**</u>

Instructional Programs

LASC regularly evaluates its instructional programs through an annual program review.

- All instructional, student service, and administrative service programs complete an annual program review. Instructional programs analyze student learning and achievement data, describe trends in the data, and develop objectives for improvement. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.7-1: Program Review website screenshot).

Student and Learning Support Services

In addition to program review, LASC uses several mechanisms to evaluate student and learning support services.

- Student service and administrative service programs analyze student achievement data, as well as responses to annual point-of-service surveys. The surveys are used to evaluate specific policies and practices in each student service and administrative service program.
- After an analysis of this data, these programs also develop objectives for improvement. These objectives often involve improving a specific aspect of the program's practices.
- Additional resources that are necessary to complete the objectives are requested by the program and prioritized by the Budget Committee using a rubric that gives a higher weight to requests that will further the College's Strategic Goals. Objectives are then implemented and their effectiveness is evaluated in the subsequent year's program review (I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook).
- For a detailed description of this process, please see the College's response to Standard I.B.5.

Resource Management

The College's management of resources is evaluated through regular financial audits.

- Certified Annual Financial Audits for 2012, 2013, and 2014 address resource management and effectiveness in supporting academic quality and accomplishment of mission.

Governance Processes

The College's governance processes are also regularly assessed for effectiveness.

- College committees submit a written self-evaluation of their work to the Strategic Planning Committee, College Council, and College President at the end of the academic year (I.B.7-3: Committee Self-Evaluation Form). This self-evaluation includes the committee's action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.
- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue. At the November 5, 2012 meeting of the College Council (I.B.7-4: November 5, 2012 College Council minutes) it was noted that there was overlap among some of the committees' charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve. To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.B.7-5: December 6, 2012 SPC minutes). This assessment was framed by the 2012-2013 LASC Functional Map document (I.B.7-6: LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.B.7-7: December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations (I.B.7-8: March 12, 2013 Academic Senate minutes; I.B.7-9: April 8, 2013 College Council minutes) in the spring of 2013.
- To ensure that College staff have a clear understanding of the governance process, The College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.

Analysis and Evaluation

Policies and practices are regularly evaluated through multiple mechanisms across the institution to ensure institutional effectiveness.

Conclusion

The College meets the Standard.

Evidence

I.B.7-1: Program Review website screenshot
I.B.7-2: LASC Participatory Decision-Making & Integrated Planning Handbook
I.B.7-3: Committee Self-Evaluation Form
I.B.7-4: November 5, 2012 College Council minutes
I.B.7-5: December 6, 2012 SPC minutes
I.B.7-6: LASC Functional Map
I.B.7-7: December 6, 2012 SPC minutes
I.B.7-8: March 12, 2013 Academic Senate minutes
I.B.7-9: April 8, 2013 College Council minutes

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

Evidence of Meeting the Standard

Communicates Results

The College communicates results of assessment and evaluation activities through an array of means.

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports, are posted on the College website (I.B.8-1: Screenshot of Accreditation webpage). Upon completion, Self-Evaluations are presented to the Academic Senate, College Council, Board of Trustees, and are emailed to all faculty and staff (I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation; I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation; I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation; I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation and describes the College's broad goals (I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan; I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage). Upon its completion, it was presented to the Academic Senate, College Council, Board of Trustees, and was emailed to all faculty and staff (I.B.8-8: March 24, 2014, College Council minutes; I.B.8-9: March 25, 2014, Academic Senate minutes; I.B.8-10: January 28, 2015

LACCD Board of Trustees minutes; I.B.8-11: Strategic Plan email to LASC employees).

- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of both data and previous plans, and describe the activities that will be undertaken to ensure that the College reaches its Strategic Goals (I.B.8-12: Screenshot of Educational Master Plan webpage; I.B.8-13: Screenshot of Facilities Master Plan webpage; I.B.8-14: Screenshot of Technology Master Plan webpage).
- Since 2010, all completed program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program review data are posted on the site (I.B.8-15: Screenshot of old Program Review webpage; I.B.8-16: Screenshot of new Program Review webpage).
- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.B.8-17: Screenshot of SLO Committee webpage). The SLO Coordinator also gives regular updates on SLO assessments to the Academic Senate (I.B.8-18: April 24, 2015, Academic Senate minutes).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.B.8-19: Fall 2014 College Profile; I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.B.8-21: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.B.8-23: Screenshot of White House College Scorecard on OIE webpage).
- The College posts an Annual Security Report on its website, as required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (I.B.8-24: 2014 Campus Safety Report; I.B.8-25: Screenshot of Campus Safety webpage).

Analysis and Evaluation

Assessment and evaluation activities are broadly communicated through a variety of means. This ensures that the College has a shared understanding of its strengths and weakness and sets appropriate priorities.

Conclusion

The College meets the Standard.

I.B.8-1: Screenshot of Accreditation webpage
I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation
I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation
I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation
I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation
I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan
I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage
I.B.8-8: March 24, 2014, College Council minutes
I.B.8-9: March 25, 2014, Academic Senate minutes
I.B.8-10: January 28, 2015 LACCD Board of Trustees minutes
I.B.8-11: Strategic Plan email to LASC employees
I.B.8-12: Screenshot of Educational Master Plan webpage
I.B.8-13: Screenshot of Facilities Master Plan webpage
I.B.8-14: Screenshot of Technology Master Plan webpage
I.B.8-15: Screenshot of old Program Review webpage
I.B.8-16: Screenshot of new Program Review webpage
I.B.8-17: Screenshot of SLO Committee webpage
I.B.8-18: April 24, 2015, Academic Senate minutes
I.B.8-19: Fall 2014 College Profile
I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage
I.B.8-21: Screenshot of College Data and Reports webpage
I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage
I.B.8-23: Screenshot of White House College Scorecard on OIE webpage
I.B.8-24: 2014 Campus Safety Report
I.B.8-25: Screenshot of Campus Safety webpage

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

Evidence of Meeting the Standard

Integrated Planning Cycle

Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link to one another in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation.

- The components of the College's integrated planning cycle are listed below (I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle):
    - **Mission Statement -** Describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
    - **Strategic Plan** - Articulates how the College plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the College.
    - **Master Plans** - The three Master Plans: (1) Education Master Plan, (2) Technology Master Plan, and (3) Facilities Master Plan, and Campus Plans: describe the institutional objectives and activities that will be undertaken to achieve the college's Institutional Goals as articulated in the Strategic Plan.
    - **Program Reviews and Program Plans** - Program Reviews and Program Plans describe how each program will contribute to the achievement of the institutional goals and the strategic objectives developed in the three Master Plans.
    - **Integrated College Operational Plan** - The Integrated College Operational Plan (ICOP) draws from the Master Plans and Program Plans. It includes measurable objectives and activities, which can be accomplished within a 12-month period.
    - **Resource Allocation** - Resources are prioritized and allocated based on college wide and program plans.
    - **Implementation** – The College implements college wide and program plans by completing the activities identified in the Integrated College Operational Plan (ICOP).
    - **Evaluation** - The College evaluates its progress in meeting its Institutional Goals and Objectives and completing the activities identified in the ICOP. The college also evaluates the planning and decision-making processes in its integrated planning cycle.
- The results of these assessments lead to improvements in the College's services to its students. The entire planning process is guided by the higher-level plans of the State of California Community College Chancellor's Office and the Los Angeles Community College District.

Short- and Long-Range Needs

LASC's institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

- LASC's integrated planning process includes both long-term (i.e. six-year, I.B.9-2: L.A. Southwest College Six-Year Planning Cycle) and short term (i.e. annual, I.B.9-3: L.A. Southwest College Annual Planning Cycle) goals, activities, and measures (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook).

- The long-term elements include the mission statement, strategic plan, and the master plans (I.B.9-5: 2014-2020 LASC Strategic Plan).
- The annual elements of this process include program reviews and program plans, the integrated college operational plan, resource allocation, implementation, and evaluation.
- At the first step in the annual process, every instructional, student service, and administrative service program completes a program review and program plan. Programs analyze data, provide a narrative about it, and then develop measurable objectives to improve the data. If additional resources are necessary to meet those objectives, they are requested through this process. Programs cannot request additional resources unless they are tied to a specific program objective. An example of this is an excerpt from the Child Development Program's 2014-2015 annual program review (I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart; I.B.9.7: Screenshot of Child Development Annual Program Review Explanation of Findings; I.B.9-8: Screenshot of Child Development Annual Program Review Objectives).
- After program reviews and plans have been completed, the program objectives are summarized in the Integrated College Operational Plan (ICOP). An annual planning retreat is held each year during the week before the fall semester. At this retreat, the ICOP is augmented with the activities and strategies from the campus master plans that the College believes are the most important for the coming year. After this step, the ICOP is completed, and contains all annual college and program planning objectives and strategies for the year (I.B.9-9: 2015-2016 Integrated College Operational Plan).
- The budget allocation requests from program reviews and program plans are sent to the LASC Budget Committee. This committee prioritizes these requests using a rubric that assesses how well each request will further the college's progress towards its strategic goals (I.B.9-10: Budget Allocation Scoring Rubric).
- Depending on the available college budget, the highest-prioritized requests then receive funding (I.B.9-11: 2015-2016 Budget Allocation Request Prioritization).
- The program and college objectives are then implemented. After implementation, programs evaluate the effectiveness of their objectives and activities in the next year's program review. The college wide goals and activities are evaluated at the next annual planning retreat. As a result of those evaluations and of an analysis of data, programs then continue work on their objectives, or they develop new objectives. Thus, an ongoing cycle of data analysis, planning, resource allocation, implementation, and evaluation occurs annually and ensures that the College is working effectively to meet both its short-term and long-term goals.

Analysis and Evaluation

Program review, planning, and resource allocation are integrated into a comprehensive planning process that ensures that the College accomplishes its mission. Long-term and

short-term planning processes are in place and they link together in a way that ensures that the College can meet the needs of its educational programs and services.

Work has also been done recently to improve communication of this process throughout the campus. A survey of 2014-2015 program review participants found that 42 percent of respondents did not fully understand how program review budget requests were prioritized for funding (I.B.9-12: 2014 Program Review Evaluation Report). To better communicate these processes, a revised Participatory Decision-Making & Integrated Planning Handbook was created in Spring 2015 (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook). This Handbook replaced the prior 2011 Handbook. The revised version contains much more information than its predecessor, and it also includes many more diagrams and graphics. As a result, it is much easier to read and understand than the 2011 version. It is posted on the Strategic Planning Committee website, and should serve as a valuable resource for years to come.

Conclusion

The College meets the Standard.

Evidence

I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle
I.B.9-2: L.A. Southwest College Six-Year Planning Cycle
I.B.9-3: L.A. Southwest College Annual Planning Cycle
I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook
I.B.9-5: 2014-2020 LASC Strategic Plan
I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart
I.B.9-7: Screenshot of Child Development Annual Program Review Explanation of Findings
I.B.9-8: Screenshot of Child Development Annual Program Review Objectives
I.B.9-9: 2015-2016 Integrated College Operational Plan
I.B.9-10: Budget Allocation Scoring Rubric
I.B.9-11: 2015-2016 Budget Allocation Request Prioritization
I.B.9-12: 2014 Program Review Evaluation Report

I.C. Institutional Integrity

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

<u>**Evidence of Meeting the Standard**</u>

Information on Campus Website

The College website contains a vast amount of information, and is updated with pertinent information in a timely manner (I.C.1-1: Screenshot of LASC website).

The majority of information on the website is publicly accessible, including the following:
- The College's current accreditation status, and all accreditation reports since 2006
- The College Mission Statement and Strategic Plan
- Educational Master Plan, Facilities Master Plan, Technology Master Plan
- Course, program, and institutional learning outcomes
- Hours of operation and information about student support services
- Degree, Certificate, and Transfer requirements
- Student achievement data
- CCCCO Student Success Scorecard
- White House College Scorecard
- The College Catalog
- Course Schedules
- Program reviews from all instructional and non-instructional programs
- The College's Annual Security Report

Assures Clarity, Accuracy, and Integrity of Information

LASC regularly reviews all information that is published in order to assure clarity, accuracy, and integrity of information.

- The College Public Information Officer regularly reviews and updates the information on the website. In addition, he oversees the information that is posted on the College "Jumbotron," which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.
- A Catalog Committee reviews the College Catalog annually. This committee includes faculty, staff and administrators who work in conjunction with departments and deans

to ensure the accuracy of the catalog information (I.C.1-2: 2014-2015 College Catalog).

- The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is finalized and posted to the website. A daily open class list is published on the College website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each class (I.C.1-3: Fall 2015 Open Class List). If classes are added or cancelled after the publication of the PDF schedule, this list will automatically update to display the most up-to-date information.

Gives Information on Accreditation Status

LASC gives accurate information to students and the public about its accreditation status.

- The College's current accreditation status and all accreditation reports since 2006 are publicly available on LASC's website

Analysis and Evaluation

The College conveys accurate and pertinent information to students and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.1-1: Screenshot of LASC website
I.C.1-2: 2014-2015 College Catalog
I.C.1-3: Fall 2015 Open Class List

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

Evidence of Meeting the Standard

Facts, Requirements, Policies, and Procedures

Los Angeles Southwest College annually produces an online catalog for students and prospective students. It can be easily accessed through the College website (1.C.2-1: Screenshot of College Catalog Link on College Website).

The online catalog includes all necessary facts, requirements, policies, and procedures listed in the ACCJC's Catalog Requirements.

- The table below shows where each of the ACCJC Catalog Requirements can be found in the 2015-2016 College Catalog (1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog):

Location of ACCJC Catalog Requirements in the 2015-2016 Los Angeles Southwest College Catalog	
1. General Information	**Page(s)**
Official Name, Address, Telephone Number and Website Address of the Institution	2
Educational Mission	2
Representation of accredited status with ACCJC	15
Representation of accredited status with programmatic accreditors	15
Course Offerings	125
Program and Degree Offerings	55
Student Learning Outcomes for Programs and Degrees	59-100
Academic Calendar	4
Program Length	59-100
Academic Freedom Statement	215
Available Student Financial Aid	41-54
Available Learning Resources	189
Names and Degrees of Administrators and Faculty	225-236
Names of Governing Board Members	224
2. Requirements	
Admissions	19
Student Tuition, Fees, and Other Financial Obligations	21-24
Degrees, Certificates, Graduation, and Transfer	57
3. Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	210-220
Nondiscrimination	212
Acceptance and Transfer of Credits	109
Transcripts	24-25
Grievance and Complaint Procedures	221
Sexual Harassment	213
Refund of Fees	24
4. Locations or Publications Where Other Policies may be Found	181-210

<u>Analysis and Evaluation</u>

Los Angeles Southwest College provides an online catalog to students and prospective students that contains all ACCJC Catalog Requirements.

<u>Conclusion</u>

The College meets the Standard.

<u>Evidence</u>

1.C.2-1: Screenshot of College Catalog Link on College Website
1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog

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

<u>Evidence of Meeting the Standard</u>

Communication to Students and the Public

Information about academic quality is publicly available on the College website for current and prospective students and the public.

 Assessment of Student Learning and Evaluation of Student Achievement

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports are posted on the College website (I.C.3-1: Screenshot of Accreditation webpage).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College's broad goals (I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan; I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage).
- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of data and previous plans and describe the activities that will be undertaken to ensure that the College reaches its goals (I.C.3-4: Screenshot of Educational Master Plan webpage; I.C.3-5: Screenshot of Facilities Master Plan webpage; I.C.3-6: Screenshot of Technology Master Plan webpage).
- Since 2010, all program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program-level student achievement data are posted on the site (I.C.3-7: Screenshot of old Program Review webpage, I.C.3-8: Screenshot of new Program Review webpage).

- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.C.3-9: Screenshot of SLO Committee webpage).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.C.3-10: Fall 2014 College Profile; I.C.3-11: Screenshot of OIE webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.C.3-12: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.C.3-14: Screenshot of White House College Scorecard on OIE webpage).

Analysis and Evaluation

The College documents assessments of student learning and evaluation of student achievement, which are used to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.3-1: Screenshot of Accreditation webpage
I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage
I.C.3-4: Screenshot of Educational Master Plan webpage
I.C.3-5: Screenshot of Facilities Master Plan webpage
I.C.3-6: Screenshot of Technology Master Plan webpage
I.C.3-7: Screenshot of old Program Review webpage
I.C.3-8: Screenshot of new Program Review webpage
I.C.3-9: Screenshot of SLO Committee webpage
I.C.3-10: Fall 2014 College Profile
I.C.3-11: Screenshot of Office of Institutional Effectiveness webpage
I.C.3-12: Screenshot of College Data and Reports webpage
I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage
I.C.3-14: Screenshot of White House College Scorecard on OIE webpage

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

Evidence of Meeting the Standard

Online Catalog Description of Certificates and Degrees

The College's primary tool for disseminating information about certificates and degrees is the online catalog.

- Each degree and certificate that the College offers is described in detail in the catalog. Information about their purpose, content, course requirement, and expected learning outcomes is included (1.C.4-1: 2015-2016 Los Angeles Southwest College Catalog).
- An example of this can be seen in a screenshot of the description of the Associate of Arts (AA) degree in Administration of Justice (I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice).

Los Angeles Community College District Website

In addition, program and course information is publicly available through the Los Angeles Community College District's Electronic Curriculum Development system.

- This system is accessible at http://ecd.laccd.edu, and allows anyone to search the requirements for any program or course offered at the College.

Analysis and Evaluation

All certificates and degrees are described in the college catalog in terms of their purpose, content, course requirements, and expected learning outcomes.

Conclusion

The College meets the Standard.

Evidence

I.C.4-1: 2015-2016 Los Angeles Southwest College Catalog
I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice

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

<u>**Evidence of Meeting the Standard**</u>

Institutional Policies

LASC regularly evaluates its institutional policies to assure integrity.

- College committees submit a written self-evaluation of their work to the Strategic Planning Committee (SPC), College Council, and College President at the end of the academic year (I.C.5-1 Committee Self-Evaluation Form). This report includes the committee's action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.
- The College community also reviews the College's mission statement regularly. It is revised as needed to accurately reflect the College's broad educational purposes and service to the community. The process for this revision is documented in the College's Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.C.5-8: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014; the Academic Senate on March 25, 2014; and the LACCD Board of Trustees on January 28, 2015 (I.C.5-13: March 24, 2014 Academic Senate minutes; I.C.5-14: March 25, 2014 College Council minutes; I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes).

Procedures

LASC also regularly evaluates its procedures to ensure integrity.

- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue.
- At the November 5, 2012 meeting of the College Council (I.C.5-2 November 5, 2012 College Council minutes) it was noted that there was overlap among some of the committees' charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve.
- To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.C.5-3 December 6, 2012 SPC minutes).

This assessment was framed by the 2012-2013 LASC Functional Map document (I.C.5-4 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.C.5-5 December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations in spring 2013 (I.C.5-6 March 12, 2013 Academic Senate minutes and I.C.5-7 April 8, 2013 College Council minutes).

- To ensure that College staff members have a clear understanding of the governance process, the College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.
- Through the program review process, the College evaluates the effectiveness of its educational programs and services. Annual surveys are performed in every student support service office to evaluate how well the procedures employed by those offices meet student needs. Students respond to questions about the hours of operation, the level of service they received, and their reason for visiting the office (I.C.5-9 Student Services program review surveys).
- This information is then evaluated by the student support services in their program review to determine how well their policies and procedures meet student needs, and the mission of the College. Instructional programs analyze data on student learning and achievement, and develop objectives to ensure that students meet their educational goals (I.C.5-10 Instructional program review guide).

Publications

Additionally, the campus website and campus publications are regularly reviewed.

- The College Public Information Officer (PIO) regularly reviews and updates the information on the website.
- In addition, the PIO oversees the information that is posted on the College "Jumbotron," which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.
- A Catalog Committee reviews the College Catalog annually. This committee includes faculty, staff and administrators who work in conjunction with departments and deans to ensure the accuracy of the catalog information (I.C.5-11: 2014-2015 College Catalog).
- The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is posted to the website. A daily open class list is published on the College website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each one (I.C.5-12: Fall 2015 Open Class List). If classes are added

or cancelled after the publication of the PDF class schedule, this list will automatically update to display the most up-to-date and accurate information.

Analysis and Evaluation

Institutional policies, procedures, and publications are regularly reviewed to ensure integrity in all representations of its mission, programs, and services.

Conclusion

The College meets the Standard.

Evidence

I.C.5-1 Committee Self-Evaluation Form
I.C.5-2 November 5, 2012 College Council minutes
I.C.5-3 December 6, 2012 SPC minutes
I.C.5-4 LASC Functional Map
I.C.5-5 December 6, 2012 SPC minutes
I.C.5-6 March 12, 2013 Academic Senate minutes
I.C.5-7 April 8, 2013 College Council minutes
I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook
I.C.5-9 Student Services program review surveys
I.C.5-10 Instructional program review guide
I.C.5-11: 2014-2015 College Catalog
I.C.5-12: Fall 2015 Open Class List
I.C.5-13: March 24, 2014 Academic Senate minutes
I.C.5-14: March 25, 2014 College Council minutes
I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes

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

Evidence of Meeting the Standard

Tuition and Fees

LASC accurately informs current and prospective students of the cost of tuition and fees through the college catalog and course schedule.

- First, the college catalog contains a multiple-page description of tuition and required fees (1.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24). It also describes the process for tuition and fee refunds.

- Second, the course schedule includes a worksheet for students to calculate their tuition and fees, based on the courses in which they are planning to enroll (1.C.6-2: fall 2015 Course Schedule, page 21).

Other Required Expenses

LASC informs students of other required expenses, including textbooks and other instructional materials.

- Textbook costs vary from course to course and from year to year, depending on multiple factors (i.e. edition of book, instructor, etc.). When students receive a syllabus on the first day of class, it details the textbook(s) required.
- Students can then find the cost of both the new and used versions of the book on the Los Angeles Southwest College Bookstore website (1.C.6-3: Screenshot of LASC Bookstore website).
- Any costs for additional instructional materials are displayed in the course schedule each semester (1.C.6-4: Spring 2015 Course Schedule Screenshot, Child Development 7 Materials Fee).

Career/Technical Program Cost of Education

LASC also communicates total cost of education through CTE gainful employment disclosures on the CTE website.

- Finally, the College posts federally-mandated gainful employment disclosures each year for its career/technical programs on its Career Technical Program website (1.C.6-5: Screenshot of CTE Department Gainful Employment webpage).
- This information includes the total cost of education for each career/technical program offered by the College (1.C.6-6: Screenshot of Gainful Employment Disclosure).

Analysis and Evaluation

Accurate information on the total cost of education is available to current and prospective students in the college catalog, course schedule, bookstore website, and in gainful employment disclosures.

Conclusion

The College meets the Standard.

<u>**Evidence**</u>

1.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24
1.C.6-2: Fall 2015 Course Schedule, page 21
1.C.6-3: Screenshot of LASC Bookstore website
1.C.6-4: Screenshot of Spring 2015 Course Schedule, Child Development 7 Materials Fee
1.C.6-5: Screenshot of CTE Department Gainful Employment webpage
1.C.6-6: Screenshot of Gainful Employment Disclosure (this

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

<u>**Evidence of Meeting the Standard**</u>

Uses Governing Board Policies

In order to assure institutional and academic integrity, LASC uses the LACCD Board of Trustees policy on academic freedom and responsibility.

- The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Rule 15002 affirms the Board of Trustees' commitment to academic freedom, and recognizes "that academic freedom ensures a faculty's right to teach and the student's right to learn" (I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002).
- This Board Rule is published on the Los Angeles Community College District Board of Trustees website (I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage).

Publishes Governing Boards Policies

LASC widely publishes governing board policies on academic freedom and responsibility.

- A statement on academic freedom is included in the college catalog (I.C.7-3: Page 215 of 2015-2016 College Catalog). Specifically, Los Angeles Southwest College affirms that "faculty and administrators will maintain an environment in which there is freedom to learn."
- To assure communication with students and faculty, the College Catalog on the LASC Website includes the Los Angeles Community College District educational philosophy, Board Rules, and administrative principles.
- To better ensure Los Angeles Southwest College continues efforts to make clear the institution's commitment to the free pursuit and dissemination of knowledge, the

Institution's mission statement, core values, and vision statement have given homage to the College's history and its desired connection with the community (I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan).

- The electronic College Catalog clearly articulates the importance of academic freedom and integrity.
- Article 4 of the Los Angeles Faculty Guild, Local 1521 Contract also includes a statement on academic freedom (I.C.7-5: Faculty AFT Contract). This contract is available on the Los Angeles Community College District website (I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage).

Analysis and Evaluation

Governing board policies on academic freedom and responsibility are used and published.

Conclusion

The College meets the Standard.

Evidence

I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002
I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage
I.C.7-3: Page 215 of 2015-2016 College Catalog
I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.7-5: Faculty AFT Contract Article 4
I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage

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

Evidence of Meeting the Standard

Establishes Clear Policies and Procedures

The Los Angeles Community College Board of Trustees has a formal policy on academic honesty and integrity.

- Section IX, Article VIII of the LACCD Board Rules states the established expectations for conduct on campus, including honesty, responsibility, academic integrity, student behavior, academic honesty, and the consequences for dishonesty (I.C.8-1: LACCD Board Rules Section IX, Article VIII).

- These policies apply to all constituencies and are posted on the LACCD website (I.C.8-2: Screenshot of LACCD Board Rules Webpage).
- Further, they are documented in the college catalog (I.C.8-3: Pages 215-220 of 2015-2016 College Catalog).

Publishes Clear Policies and Procedures

The College's policies and procedures on honesty, responsibility, and academic integrity are published in several places.

- The publication and implementation of the College's policies and procedures as it relates all matters of institutional integrity begins in the section titled, "District Policies, Student Conduct, and Grievance/Complaint Procedures." In compliance with Federal, State and LACCD Board Rules, Los Angeles Southwest College provides the students, faculty, staff and community complete disclosure of all governing policies and procedures within the College Catalog.
- The Colleges publishes the Standards of Student Conduct to inform students of rights and responsibility as active participants within the campus community. Within this section, student behavior, including academic honesty and the process for violating academic honesty, is detailed.

Analysis and Evaluation

Policies and procedures are established and published to promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Conclusion

The College meets the Standard.

Evidence

I.C.8-1: LACCD Board Rules Section IX, Article VIII
I.C.8-2: Screenshot of LACCD Board Rules Webpage
I.C.8-3: LASC College Catalog 2015-2016, pages 215-220

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

Evidence of Meeting the Standard

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

- In keeping with Board Rule 1201 Core Values, the District (Colleges) will provide its students with Access and Opportunity, Excellence and Innovation, Equity, and Free Inquiry through instruction and the campus community (I.C.9-1: Board Rule 1201 Core Values).
- In addition to the Districts Core Values, the District has an Ethics Code that speaks to ethical behavior, and directs all faculty to abide by this code, which speaks to Academic Rights and Responsibilities, such as critical self-discipline and judgment and the practice of intellectual honesty (I.C.9-2: Board Rule 1204.11 Ethical Behavior).
- As part of the faculty evaluation process as outlined in the faculty *Agreement*, students have an opportunity to participate in the evaluation of a faculty member. This opportunity allows students to express any concerns they may have about the faculty member's professionalism, objectiveness, fairness or any other traits the students would like to express (I.C.9-3: Student Evaluation Form).

Analysis and Evaluation

By and large, faculty present their materials and lectures in an academic, professional manner; furthermore, students feel valued and respected and are encouraged to participate and engage in class discussions.

Conclusion

The College meets the Standard.

Evidence

I.C.9-1: Board Rule 1201 Core Values
I.C.9-2: Board Rule 1204.11 Ethical Behavior
I.C.9-3: Student Evaluation Form

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

Evidence of Meeting the Standard

Prior Notice of Codes of Conduct

The College provides clear prior notice of the Los Angeles Community College Board of Trustees formal policy on ethical conduct.

- The Los Angeles Community College Board of Trustees has a formal policy on ethical conduct. Section I, Article II. 1204.13 details the ethical standards to which District employees shall adhere (I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13).
- This information is posted on the LACCD website. The Employer/Employee Relations Handbook provides the steps for employee discipline that may include violations of the standards for conduct (I.C.10-2: Employer/Employee Relations Handbook).
- Los Angeles Southwest College also has a student code of conduct, which is published on page 215 of the 2015-2016 College Catalog (I.C.10-3: 2015-2016 College Catalog).

Prior Notice of Specific Beliefs

Los Angeles Southwest College is a non-sectarian institution and as a public community college, does not seek to instill specific beliefs or worldviews.

Analysis and Evaluation

Codes of conduct for faculty and students are published in the College Catalog, and in the LACCD Board of Trustees Board Rules on the LACCD website.

Conclusion

The College meets the Standard.

Evidence

I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13
I.C.10-2: Employer/Employee Relations Handbook
I.C.10-3: 2015-2016 College Catalog

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

Evidence of Meeting the Standard

The College does not offer curricula in foreign locations to non-U.S. students.

Analysis and Evaluation

Not applicable.

Evidence

Not applicable.

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

Evidence of Meeting the Standard

Agrees to Comply

The College complies with all Commission standards, policies, and guidelines.

- Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationship with the Commission.
- The College also complies with requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes.

Responds to Meet Requirements

The College has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges.

- In 2012, the Commission indicated that the College must correct two recommendations by March 2013 to comply with the Department of Education's two-year rule (I.C.12-3: 2012 Commission Action Letter). Both of these recommendations were corrected and resolved in the College's 2013 Follow-Up Report (I.C.12-4: 2013 Commission Action Letter).

- All other recommendations from the 2012 Self-Study were resolved in the 2013 Follow-Up Report and/or the 2014 Follow-Up Report (I.C.12-4: 2013 Commission Action Letter; I.C.12-5: 2014 Commission Action Letter).
- Thus, all recommendations from 2012 were resolved within the two-year time period set by the Commission.

Discloses Information

LASC communicates accurate information about matters of educational quality and institutional effectiveness to the public.

- LASC utilizes its website to post accreditation information. There is an easily visible link to the College's accreditation webpage from the College homepage (I.C.12-1: LASC Homepage Screenshot).
- Once on the accreditation webpage, any member of the public has access to all College accreditation reports since the 2006 Self-Study (I.C.12-2: LASC Accreditation Webpage Screenshot).

Analysis and Evaluation

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of accreditation changes. The College also responds to requirements within a time period set by the Commission, and also discloses information required by the Commission.

Conclusion

The College meets the Standard.

Evidence

I.C.12-1: LASC Homepage Screenshot
I.C.12-2: LASC Accreditation Webpage Screenshot
I.C.12-3: 2012 Commission Action Letter
I.C.12-4: 2013 Commission Action Letter
I.C.12-5: 2014 Commission Action Letter

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

Evidence of Meeting the Standard

Complies with Regulations and Statutes

Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationships with external agencies and that it complies with regulations and statutes. For example:

- Los Angeles Southwest College accurately and honestly describes its accreditation status to the public and other accrediting agencies (I.C.13-1: Screenshot of the accreditation webpage).
- In addition to the ACCJC, the College maintains relationships with various outside accrediting agencies and certifying agencies such as the California Board of Registered Nursing (BRN) for the Nursing Program (I.C.13-2: Letter from the BRN of Accreditation Status).
- Furthermore, the career technical programs that have professional advisory committees meet on a monthly or quarterly basis. The membership of these committees includes Los Angeles Southwest College faculty and community industry partners (I.C.13-3: Membership Lists, and/or minutes from advisory committees).
- The College's Financial Aid Office cooperates with the U.S. Department of Education to comply with the Title IV regulations (I.C.13-4: U.S Department of Education Letter).

Describes Itself in Consistent Terms

- The accreditation status of the College is consistently posted on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).

Communicates Changes

- Any changes to the accreditation status of the College are communicated to the campus community and the public by posting it on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).

Analysis and Evaluation

Los Angeles Southwest College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College also describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Conclusion

The College meets the Standard.

Evidence

I.C.13-1: Screenshot of the accreditation webpage
I.C.13-2: Letter from the BRN of Accreditation Status
I.C.13-3: Lists, and/or minutes from advisory committees
I.C.13-4: U.S Department of Education Letter

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

Evidence of Meeting the Standard

Los Angeles Southwest College has a clearly articulated mission statement, which describes the primary reason for the College's existence:

> *In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.* (I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan)

- This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the College offers. The mission statement is paramount to all other objectives.
- The College's commitment to its educational mission is further reinforced in the goals and objectives of the College's 2014-2020 Strategic Master Plan.

Analysis and Evaluation

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

Conclusion

The College meets the Standard.

Evidence

I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan

STANDARD II

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 acceptable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

II.A.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

Consistent with the Institution's Mission and Culminate in Attainment

The College offers educational programs that are offered in fields of study consistent with the institution's mission, and all programs have clear outcomes and requirements.

- Los Angeles Southwest College offers 44 degree programs and 42 certificate programs along with the 13 approved Associate Degrees for Transfer (ADTs) that are consistent with the College's mission to "*empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders*" (II.A.1-1: LASC list of instructional programs; II.A.1-2: ADT degrees).
- All of the programs have identified program learning outcomes (PLO's) which are included in the catalog and the LASC webpage (II.A.1-3: Screenshot of PLO's in catalog and LASC webpage). The requirements for the College's certificates and Associate Degrees are listed in the college catalog. Certificates and degrees in career and technical education (CTE) are designed to prepare students for certification and employment and are listed in the catalog as well (II.A.1-4: LASC Catalog).

Culminate in Achievement

The College's instructional programs culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer.

- Students who wish to transfer University of California System (UC) or California State University System (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU general education plan (II.A.1-5: University of California Intersegmental General Education Transfer Curriculum (IGETC) and CSU general education plan).
- All of the programs offered by the college are in alignment with LACCD Board Rule E-64 to ensure that all programs offered by the College are aligned with the mission of the college and provide students with the rigor, knowledge, and preparation necessary to earn certificates and degrees, transfer to a four-year institution, and obtain employment. All of the College's programs are appropriate to higher education (II.A.1-6: LACCD Board Rule E-64).

Analysis and Evaluation

Los Angeles Southwest College offers degrees and programs that are appropriate to higher education, that are aligned with the College's mission, and that culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Conclusion

The College meets the Standard.

Evidence

II.A.1-1: LASC list of instructional programs
II.A.1-2: ADT degrees
II.A.1-3: Screenshot of PLO's in catalog and LASC webpage
II.A.1-4: LASC Catalog
II.A.1-5: University of California Intersegmental General Education Transfer Curriculum (IGETC)
II.A.1-6: LACCD Board Rule E-64

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

<u>Evidence of Meeting the Standard</u>

Development of Courses and Programs

Several campus, district, and state organizations work with faculty members to guarantee that courses and programs that are developed meet generally accepted academic and professional standards and expectations.

- The LASC Curriculum Committee has purview in the development of courses and programs at the College. Full-time, part-time, and adjunct faculty all participate in the development of Course Outlines of Record (CORs) and SLOs and evaluate courses and programs to ensure currency and to improve teaching and learning strategies (II.A.2-1: Screenshot of Curriculum Committee webpage).
- 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 that the courses meet generally accepted academic and professional standards and expectations in accordance with Board Rule E-65 (II.A.2-2: Board Rule E-65).
- The Curriculum Committee Chair and the Articulation Officer work with faculty to ensure that academic standards and articulation requirements are met. The process of technical review through the Curriculum Committee allows full-time, part-time, and adjunct faculty the opportunity to discuss curricula and to integrate academic and transfer requirements for courses and programs.

Program and Course Evaluation

Los Angeles Southwest College completes periodic program reviews to measure program effectiveness and to develop strategies for improvement.

- The Program Review Committee oversees the program review process. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes are assessed in the annual Program Reviews to ensure program relevance, appropriateness, and currency (II.A.2-3: Program Review website screenshot).
- The program reviews, completed by program faculty, include analyses of trends in enrollment, class size, demographics, facilities, faculty, and SLOs. All instructional programs, including Career Technical Education (CTE) programs, complete the same program review document (II.A.2-4: Program Review document).
- The program reviews also address relevancy, appropriateness, and currency of courses and several other components, including:

  - Questions about the mission of the program in relation to the College mission
  - Questions for CTE programs about labor market demand and employment data

- Questions about faculty staff development (intended to maintain currency in teaching)
- Questions about outdated course outlines or inactive courses
- Questions ensuring program SLOs are aligned with program and institutional SLOs
- The analysis of student feedback.
- Academic program reviews are reviewed by the Vice President of Academic Affairs to ensure that they have been completed and suggestions are made for improvement (II.A.2-5: Program Review website screenshot).

Analysis and Evaluation

Through the SLO process, curriculum updates, and program review, all full-time, part-time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations and act to continuously improve instructional courses and programs through systematic evaluation. These processes ensure currency, improve teaching and learning strategies, and promote student success.

Conclusion

The College meets the Standard.

Evidence

II.A.2-1: Screenshot of Curriculum Committee webpage
II.A.2-2: Board Rule E-65
II.A.2-3: Program Review website screenshot
II.A.2-4: Program Review document
II.A.2-5: Program Review website screenshot

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and 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

Identifies and Regularly Assesses Learning Outcomes

The College identifies and regularly assesses learning outcomes.

- Los Angeles Southwest College has identified course and program SLOs for all of its courses, programs, certificates, and degrees through its curriculum process (II.A.3-1:

Screenshot of SLO Portion of Instructional Program Review). As part of the curriculum process, the SLO Coordinator reviews each course outline and SLO addendum to the course outline submitted for updating as part of the technical review process.

- Faculty define SLOs for course and program pathways and design assessments that allow students to demonstrate learning. These assessments are evaluated and changes are made in courses and programs for improvement (II.A.3-2: SLO Assessment and Evaluation Forms).
- The College has an SLO website where SLO and PLO assessments can be accessed (II.A.3-3: SLO website screen shot). All course SLO's can be accessed through the Electronic Curriculum Database (II.A.3-4: ECD Screen shot).
- The LASC SLO coordinator has established a timeline for fall 2015 courses to be assessed to achieve 100 percent compliance in assessing all courses and programs (II.A.3-7: Fall SLO Assessment Timeline document).

Analysis and Evaluation

Although the College assesses and evaluates its SLOs and PLOs, it needs to implement a regular and continuous cycle of SLO and PLO assessment. Over the past eight years, the College has had three SLO Coordinators.

Conclusion

The College does not meet all elements of this Standard. The college needs to implement a regular and continuous cycle of SLO and PLO assessment.

Evidence

II.A.3-1: Screenshot of SLO Portion of Instructional Program Review
II.A.3-2: SLO Assessment and Evaluation Forms
II.A.3-3: SLO website screen shot
II.A.3-4: ECD Screen shot
II.A.3-5: Board Rule 6705.20
II.A.3-6: Examples of Course Syllabi
II.A.3-7: Fall SLO Assessment Timeline document

II.A.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.

<u>**Evidence of Meeting the Standard**</u>

Distinguishes Pre-Collegiate Level Curriculum

LASC distinguishes pre-collegiate level curriculum from college level curriculum.

- Los Angeles Southwest College distinguishes its pre-collegiate level curriculum in the Course Outline of Record (COR) and in the college catalog (II.A.4-1: Example of a Course Outline of Record; II.A.4-2: College catalog).
- The College offers basic skills courses in math and English, both credit and non-credit. Additionally, the College offers English as a Second Language (ESL) courses, tutoring courses, learning skills courses, and various non-credit courses through the Bridges to Success Program to support student learning and provide a pathway for students to advance to and succeed in college-level curriculum (II.A.4-3: Bridges to Success Program Flyer).

Directly Supports Students

The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

- 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, online workshops, tutoring, and pre-assessment preparation for math and English and the Basic Skills Initiative (II.A.4-4: Student Success Center page screen shot of services offered; II.A.4-5: 2015-2016 Basic Skills Plan).

<u>**Analysis and Evaluation**</u>

Los Angeles Southwest College offers pre-college courses that fall under the Basic Skills designation. These courses are offered as credit and non-credit 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 from non-credit to credit courses and from pre-collegiate and basic skills level courses to degree applicable and transfer courses.

<u>**Conclusion**</u>

The College meets the Standard.

<u>**Evidence**</u>

II.A.4-1: Example of a Course Outline of Record
II.A.4-2: College catalog
II.A.4-3: Bridges to Success Flyer
II.A.4-4: Student Success Center page screen shot of services offered
II.A.4-5: 2015-2016 Basic Skills Plan

II.A.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)

<u>**Evidence of Meeting the Standard**</u>

Degrees and Practices Common to American Higher Education

The College's degrees and programs follow practices common to American higher education, and these practices are addressed in Administrative Regulations E-64, E-65, Board Rule 6201, and the College Catalog.

- Administrative Regulation 64 speaks to procedures for development and approval of new educational programs and options, specifically, program planning and development, program criteria, appropriateness to the mission, need, quality, feasibility, and compliance (II.A.5-1: Regulation 64 - Development and Approval of New Educational Programs and Options).
- Administrative Regulation 65 speaks to curriculum development and approval: standards and procedures, specifically, local and District curriculum development, procedures, and listing of courses (II.A.5-2: Administrative Regulation 65 - Curriculum Development and Approval: Standards and Procedures).

Ensures Minimum Degree Requirements

LASC ensures that minimum degree requirements are 60 semester credits or equivalent at the associate degree level.

- Board Rule 6200 speaks to the requirements to achieve an Associate Degree, specifically, the unit requirement of 60 minimum units of course credit to achieve an associate degree; the scholarship requirement of achieving a grade of "C' or better, in all work attempted in the degree or major; the competence requirement of "C' or better for the math and English courses required for graduation; the degree and certificate requirement for students to have completed at least 12 units in residency at the college that the degree is to be conferred; the general education requirement; the

graduation requirements to achieve an Associate's Degree in Nursing; the double counting of coursework; Associate Degrees for transfer and local Associate Degrees; catalog rights; and additional and concurrent Associate Degrees (II.A.5-3: Board Rule 6200 - Associate Degree).

- The College Catalog provides students with the proper course sequence (and pre/co-requisites) necessary to complete a certificate, degree, or transfer (II.A.5-4: College Catalog).

Analysis and Evaluation

The College follows practices common to institutions of higher education in the development and approval of its educational programs, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credits or equivalent at the associate degree level.

Conclusion

The College meets the Standard.

Evidence

II.A.5-1: Regulation 64 - Development and Approval of New Educational Programs and Options
II.A.5-2: Administrative Regulation 65 - Curriculum Development and Approval: Standards and Procedures
II.A.5-3: Board Rule 6200 - Associate Degree
II.A.5-4: College Catalog

II.A.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

Schedules Courses to Allow Students to Complete Certificates and Programs

The College ensures that all parties involved in course scheduling work together to schedule courses in a way that allows students to complete certificates and programs in a timely manner.

- 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 period of time

consistent with established expectations in higher education (II.A.6-1: Enrollment Management materials; II.A.6-2: Enrollment Management membership screenshot).

- When galleys are created to schedule courses, data is provided, and the department chairs and academic deans make every effort to offer classes in sequence as outlined in the College Catalog (II.A.6-3: Course scheduling data; II.A.6-4: College Catalog, degree requirements). The departments use five-semester plans for course scheduling, and schedule classes in both daytime and evening time slots to accommodate both day and evening students (II.A.6-5: Example of a five-semester plan; II.A.6-6: Class Schedule).

Analysis and Evaluation

The department five-semester plans and enrollment data provided to department chairs at the time of scheduling classes ensure that courses are scheduled in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Conclusion

The College meets the Standard.

Evidence

II.A.6-1: Enrollment Management materials
II.A.6-2: Enrollment Management membership screenshot
II.A.6-3: Course scheduling data;
II.A.6-4: College Catalog, course requirements
II.A.6-5: Example of a five-semester plan
II.A.6-6: Class Schedule

II.A.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 and Teaching Methodologies

LASC uses delivery modes and teaching methodologies that reflect the diverse and changing needs of its students.

- Los Angeles Southwest College meets the needs of its varied student populations with classes in many formats, including full-semester, short-term, hybrid, online, and weekend courses (II.A.7-1: Class Schedule).

- The College supports faculty through professional development opportunities that facilitate the delivery of instruction in multiple formats and engage different learning styles. Further, new and tenured faculty at Los Angeles Southwest College continue to participate in the Faculty Teaching and Learning Academy (FTLA) to enhance their teaching skills and learn new pedagogical strategies to address the academic and cultural changes in the College's student population (II.A.7-2: Professional Development Plan; II.A.7-3: Flyers of professional development workshops; II.A.7-4: LASC FTLA participants).

Learning Support Services and Programs

The College also uses 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 to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders,"* the College has learning support services and programs such as the Student Success Center, the Career Center, Tutoring, Supplemental Instruction, the Library, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOP&S/CARE), Disabled Student Programs and Services (DSP&S), Passage, and TRiO to address the diverse and changing needs of needs of all students, including students who are economically and educationally disadvantaged or may have a physical or learning disability (II.A.7-5: Screen shot of service programs).

Analysis and Evaluation

The College is committed to meeting the needs of all students by offering classes of various lengths, mediums, and modes to meet the diverse lifestyles and goals of the students that attend the College. Additionally, the College has support programs in place to address the needs of all students (traditional and nontraditional), and many of these services are available online.

Conclusion

The College meets the Standard.

Evidence

II.A.7-1: Class Schedule
II.A.7-2: Professional Development Plan
II.A.7-3: Flyers of professional development workshops
II.A.7-4: LASC FTLA participants
II.A.7-5: Screen shot of service programs

II.A.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.

<u>**Evidence of Meeting the Standard**</u>

Validates the Effectiveness of Department-Wide Course Examinations

The College validates the effectiveness in measuring the learning outcomes of course-exiting students in the English and math departments, where departmental course examinations are given.

- This process is most visible in the where a departmental final for the remedial courses is assessed for student learning by the departments' faculty. The instructors utilize a department-developed rubric that is reviewed periodically (II.A.8-1: Math and English Department exit exams; II.A.8-2: Math and English Department exit exam scoring rubrics).

English Department-Wide Examinations

The institution ensures that processes are in place to reduce test bias and enhance reliability in the English department-wide examinations.

- The English department's final measurement of students in its remedial courses begins with a departmentally agreed-upon rubric for each remedial course level; the rubric is based on skills competencies and is developed by a faculty member for each level. The lower level basic skills course focuses on sentence structure with grammar review; thus, the student learning outcomes for this level would require the student to demonstrate sentence skills with a moderate level of grammar understanding during the final writing.
- The next level course requires the student to learn and practice the skills of paragraph structure through the basic modes of argument with an additional grammar review. The department faculty members meet to share and grade typical student writing for each course level to facilitate both full-time and adjunct faculty's shared aims for learning outcomes and commonality for grading. The department then supplies, through a faculty member's decision, a published essay written at the appropriate reading skill levels for each course level, which all remedial course instructors use in their classrooms as a reading that students respond to in the final essay.
- Instructors meet after finals are given to share and grade two other instructors' class finals with a suggested grade based on the rubrics of the course levels. 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 (II.A.8-3: English Department exit exam scoring rubric; II.A.8-4: English Department Essay).

Math Department-Wide Examinations

LASC also ensures that processes are in place to reduce test bias and enhance reliability in the math department-wide examinations.

- The Math Department has a common final examination for Math 112 and 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. Specifically, faculty review student performance on the final exam in light of how the content was taught, the scope and sequence of that content, and potential student challenges of grasping the concepts. Faculty are encouraged to share their ideas and concerns during a particular semester to the meeting, where they share feedback that is pivotal for overall improvement of the process. 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. To support consistency across all 112 and 115 sections, a study guide aligned with course content and outcomes is produced and updated. Any change in the common final results in a change in the study guide (II.A.8-5: Math Department common final examination for Math 112 and 115; II.A.8-6: Math Department Study Guide).

Analysis and Evaluation

The English and math departments' final examination processes minimize test biases because of the level of scrutiny by departmental members during the internal validation process. Both exams measure student progress across remedial and basic skills sections of each level with an assessment tool or rubric. The norming sessions align instructors' standards to the rubric, and this sets a common standard, minimizing bias.

Conclusion

The College meets the Standard.

Evidence

II.A.8-1: Math and English Department exit exam
II.A.8-2: Math and English Department exit exam scoring rubric
II.A.8-3: English Department exit exam scoring rubric
II.A.8-4: English Department Essay

II.A.8-5: Math Department common final examination for Math 112 and 115
II.A.8-6: Math Department Study Guide

II.A.9. **The institution 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. 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

Credit Awarded Based on Attainment of Learning Outcomes

The College awards course credits, which lead to degrees and certificates, based on student attainment of learning outcomes.

- Student learning outcomes are included in all Course Outlines of Record (COR) and course syllabi (II.A.9-1: Example of a course outline; II.A.9-2: Example of course syllabus).

Credit Awarded Consistent with Generally Accepted Norms

The College ensures that units of credit awarded are consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education.

- In accordance with Board Rule 6201, 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 Board Rule 6201, with the same scholarship requirements (II.A.9-3: Board Rule 6201).
- The College does not award credit based on the clock to credit hour conversion formula.

Analysis and Evaluation

In accordance with the Board Rule Board Rule 6201, 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.

Conclusion

The College meets the Standard.

<u>**Evidence**</u>

II.A.9-1: Example of a course outline
II.A.9-2: Example of course syllabus
II.A.9-3: Board Rule 6201

II.A.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)

<u>**Evidence of Meeting the Standard**</u>

Makes Available Transfer-of-Credit Policies

The College and the District make available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty.

- The Los Angeles Community College District (LACCD) Administrative Regulation E-93 ensures 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 (II.A.10-1: LACCD Administrative Regulation E-93). Students may inquire about their course equivalencies from other institutions at the Admission Office or the Counseling Office.
- LACCD Administrative Regulation E-101 ensures that all colleges within the LACCD will 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 (II.A.10-2: LACCD Administrative Regulation E-101).
- At Los Angeles Southwest College, credit is authorized for work completed at non-accredited institutions (including law enforcement and military training) under the provisions of this regulation. Students transferring from non-accredited institutions may, after successful completion of 30 units with a "C" or better grade point average at Los Angeles Southwest College, petition to have previously completed non-accredited courses evaluated for acceptance by the College. Only 15 units of those credits may be accepted (II.A.10-3: College catalog: Credit for Courses Completed at Non-Accredited Institutions).

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.

- Los Angeles Southwest College maintains articulation agreements with California and out of state senior institutions through ASSIST 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 (II.A.10-4: Screenshot of ASSIST website).

Analysis and Evaluation

Los Angeles Southwest College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College accepts articulated courses for degree eligibility and as part of the requirements for the graduation. The College maintains articulation agreements with California and out of state senior institutions through ASSIST.

Conclusion

The College meets the Standard.

Evidence

II.A.10-1: LACCD Administrative Regulation E-93
II.A.10-2: LACCD Administrative Regulation E-101
II.A.10-3: College catalog: Credit for Courses Completed at Non-Accredited Institutions
II.A.10-4: Screenshot of Assist website

II.A.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

Student Learning Outcomes Included in all Programs

Los Angeles Southwest College includes in all of its programs, student learning outcomes appropriate to the program level.

- These Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) can be found in Electronic Curriculum Development (ECD), program reviews, the College website, the schedule of classes, and the College Catalog (II.A.11-1: Example of SLOs in ECD; II.A.11-2: Example of PLOs in Program Review; II.A.11-3: Example of SLOs and PLOs on the College website; II.A.11-4: Example of ILOs in the College Catalog; II.A.11-4: Example of ILOs in the class schedule).

Competencies and Skills in Student Learning Outcomes

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

- Los Angeles Southwest College's institutional learning outcomes provide students with the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience. These outcomes may also be equated with General Education (GE) 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

Analysis and Evaluation

All degrees offered by the College include outcomes in communication competency, information competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through the general education requirements or through meeting the major requirements.

Conclusion

The College meets the Standard.

Evidence

II.A.11-1: Example of SLO's in ECD
II.A.11-2: Example of PLO's in Program Review
II.A.11-3: Example of SLO's and PLO's on the College website
II.A.11-4: Example of ILO's in the college catalog
II.A.11-5: Example of ILO's in the college catalog

II.A.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

Requires a Component of General Education and Determines Appropriateness

The College requires a component of general education in all degree programs and relies on faculty expertise to determine appropriateness of each course for inclusion in the general education curriculum.

- 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 by requiring faculty to submit a General Education Course Application to meet the requirements of Board Rule 6201.14 (II.A.12-1: Philosophy on General Education; II.A.12-2: General Education Course Application; II.A.12-3: Board Rule 6201.14 General Education Requirements):
    - General Education is designed to introduce students to the variety of means through which people comprehend the modern world.
    - Developing and implementing a specific philosophy of General Education is a responsibility of the College since each college must be sensitive to the unique educational needs and learning environment of its students.

- 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).

General Education Includes a Broad Comprehension

The learning outcomes in LASC's general education courses 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.

- 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 and can be found in the College Catalog (II.A.12-4: College Catalog).

Analysis and Evaluation

General Education courses are created by the faculty and are required for the achievement of an AA/AS or AA-T/AS-T in accordance with Board Rule 6201.14. The general education plans are included in the College Catalog, and general education courses prepare students 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.

Conclusion

The College meets the Standard.

Evidence

II.A.12-1: Philosophy on General Education
II.A.12-2: General Education Course Application
II.A.12-3: Board Rule 6201.14 General Education Requirements
II.A.12-4: College Catalog

II.A.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 includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Degree Programs Include Focused Study

All degree programs at LASC include focused study in at least one area of inquiry or in an established interdisciplinary core.

- Students who wish to complete a degree at Los Angeles Southwest College must complete a minimum of 60 degree-applicable units and 18 units in a major area of emphasis (II.A.13-1: Board Rule 6201.10 Unit Requirement; II.A.13-2: Board Rule 6201.14 General Education Requirement).

Identification of Specialized Courses Based on SLOs and Competencies

All degrees at LASC have Program Learning Outcomes (PLOs) that align with Student Learning Outcomes (SLOs) and to the key theories and practices in the program.

- The Course Outlines of Record (COR) describe the major course topics, the course SLOs, and any pre/co-requisites necessary to be successful in the class (II.A.13-3: Example of a Course outline of Record).

Analysis and Evaluation

All degree programs at Los Angeles Southwest College require students to complete 18 units in a major area of emphasis. The Learning Outcomes (PLOs) are aligned with the Student Learning Outcomes (SLOs) and to the key theories and practices in the program.

Conclusion

The College meets the Standard.

Evidence

II.A.13-1: Board Rule 6201.10 Unit Requirement
II.A.13-2: Board Rule 6201.14 General Education Requirement
II.A.13-3: Example of a Course outline of Record

II.A.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.

<u>Evidence of Meeting the Standard</u>

Career-Technical Graduates Demonstrate Competencies

Los Angeles Southwest College prepares the students of career-technical certificates and degrees to demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

- Through the program review process, advisory committees, and the College Career Technical Education (CTE) Plan, Los Angeles Southwest College ensures that its CTE programs prepare its graduates with the appropriate knowledge and skills required by industry standards (II.A.14-1: LASC Program Review page screenshot; II.A.14-2: CTE Plan).
- In 2015 the California Community College Student Success Scorecard for Career Technical Education (CTE) Completions showed that Los Angeles Southwest College was tied for 24th in the State Rankings in CTE completions (out of 112 California Community Colleges) and was ranked number seven in its scorecard peer group (II.A.14-3: 2015 CCC Student Success Scorecard, CTE Completions document).

  As reported in the 2015 ACCJC Annual Report:

  - The job placement rates for Business, Child Development, and the Administration of Justice programs exceeded the institutional set standards.
  - While the Nursing program pass rate exceeded the institutional set standard in this report, based on 2012-2013 data, the College is concerned that the current five-year NCLEX average score and job placement are declining.

Creates Clear Pathways to Certificate and Degree Completion and Employment

Los Angeles Southwest College is working on increasing the success of the students in its career-technical certificates and degrees by creating clear pathways to certificate and degree completion and employment.

- On October 27, 2015, it was announced in a Los Angeles/Orange County Regional Consortia eUpdate feature story, that Los Angeles Southwest College, under the leadership of the CTE Dean, would be spearheading a pilot effort to create a model pathway program that engages industry and addresses the misalignment in skill development, industry employment preparation, and on-the-job readiness (II.A.14-4:

2015 ACCJC Annual Report; II.A.14-5: Los Angeles/Orange County Regional Consortia eUpdate feature story document).

Analysis and Evaluation

Los Angeles Southwest College is preparing its graduating students to meet employment standards and preparation for external licensure and certification. The College is working on improving program pass rates on external licensure and certification and increasing job placement rates.

Conclusion

The College meets the Standard.

Evidence

II.A.14-1: LASC Program Review page screenshot
II.A.14-2: CTE Plan
II.A.14-3: 2015 CCC Student Success Scorecard: CTE Completions document
II.A.14-4: 2015 ACCJC Annual Report
II.A.14-5: Los Angeles/Orange County Regional Consortia eUpdate feature story document

II.A.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

Minimizes Disruptions from Program Changes

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.

- When the College eliminates or makes major changes in programs, it does so through the conclusions of the program review, program viability, and substantive change processes. Identified signals initiate a process to determine whether changes or the termination of a program is necessary to maintain "program viability." As part of the process, the College makes sure that students are advised about any changes that may occur as an outcome of the review process and creates systems, if necessary, to assure that affected students can complete their programs (II.A.15-1: Program Viability procedure).

<u>Analysis and Evaluation</u>

Through the Academic Senate, Los Angeles Southwest College has a process for program viability that makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption if a program is eliminated.

<u>Conclusion</u>

The College meets the Standard.

<u>Evidence</u>

II.A.15-1: Program Viability process

II.A.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.

<u>Evidence of Meeting the Standard</u>

<u>Evaluates and Improves the Quality and Currency of all Instructional Programs</u>

Los Angeles Southwest College regularly evaluates and improves the quality and currency of all instructional programs offered by the College (whether these classes are offered face-to-face, as a hybrid class, or online) including collegiate, pre-collegiate, and career-technical programs, and completes periodic program reviews to measure program effectiveness and to develop strategies for improvement.

- The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes are assessed as part of the Program Review process to ensure program relevance, appropriateness, and currency (II.A.16-1: Program Review website screenshot).
- The College does not offer continuing and community education courses. Additionally, courses are updated every six years and recently, every two years, in an effort to keep the Associate Degrees for Transfer (ADTs) accurate (II.A.16-2: Curriculum update list).

Analysis and Evaluation

Los Angeles Southwest College regularly evaluates and improves the quality and currency of all instructional programs offered by the College through program review and, if deemed necessary, program viability. The College regularly updates its courses.

Conclusion

The College meets the Standard.

Evidence

II.A.16-1: Program Review website screenshot
II.A.16-2: Curriculum Update List

II.B. Library and Learning Support Services

II.B.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

Supports Student Learning and Achievement

Los Angeles Southwest College supports student learning and achievement by providing the library and other learning support services to students and to personnel responsible for student learning and support.

- The College is committed to ensuring that learning support services are consistently available to students at a level that is sufficient to support the learning needs of its diverse student population.
- The library and Student Success Center (SSC) are open regularly during semesters and intersessions to be available to students during the entire academic year (II.B.1-1: Screenshot of library webpage with office hours).
- Reference librarians are available to students and faculty whenever the library is open, along with support personnel responsible for student learning by providing in-class lessons on using library resources and specialized research guides on request (II.B.1-2: Library Personnel document).
- Regardless of location, students are able to access the library's electronic resources through the LASC Library Website (II.B.1-3: Screenshot of Library webpage with links to Library Catalog, eBooks, magazines, Journals, and Newspaper Articles).

Student Success Center

One of the ways the College supports student learning and achievement is through the Student Success Center.

- The Student Success Center (SSC) provides tutoring and supplemental instruction and workshops designed to address the needs of all students across the curriculum and assists students in achieving their academic goals by offering services that address the learning styles and ability level of students. The SSC is located in the library on the third floor. In addition to tutors, the SSC provides students with the use of computers,

whiteboards, study rooms, student tables, and course-specific supplemental instructors. The Student Success Center is open during the regular library hours (II.B.1-4: Screenshot of Student Success Center webpage).

Library

The library is another resource that the College uses to support student learning and achievement.

- The College recently reopened its permanent library and Student Success Center in spring 2015, as it underwent a 38.8 million dollar renovation. This renovation included reading rooms, individual study carrels, group study rooms, library stacks, two smart classrooms with smart boards, two computer labs with 48 new student-use computers, librarian offices, and a workroom. The library also has Wi-Fi and open spaces for students who want to use their personal computers and tablets or study (II.B.1-5: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library).
- To ensure that the library and Student Success Center provide ongoing instruction and learning support services, the library faculty have developed an ongoing, annual process to regularly update and assess its library collection. A one-time $250,000 allocation for print and electronic books and other library materials was used to fund the titles on this list (II.B.1-6: LASC Library 2013-2014 Acquisition Plan for Library Remodel).
- As part of the five-year budget plan, the College has committed an additional $50,000 per year to update the print and electronic library collection. As an external check on the validity of this process, the Library Advisory Committee meets regularly to review the acquisition plan and offer feedback (II.B.1-7: Library Advisory Committee Minutes, December 15, 2014).
- In addition to updating the physical resources of the library, the College has also allocated funds to increase the library's human resources. The College currently has two full-time librarians (as one librarian was hired in spring 2015 as replacement for a retirement), in addition to a number of part-time librarians. This allowed the library to expand its hours and better respond to student requests for assistance.

Information Competency

The College provides ongoing instruction for users of library and other learning support services.

- The Library provides formal instruction classes (Library Science 101 and Library Science 102) and informal instruction (information competency workshops) to ensure that students understand and demonstrate information competency. The library continues to implement a full cycle of instruction, assessment, and program improvement related to the College's Information Competency ISLO. Specifically,

library staff have collaborated with the English Department to teach and assess the College's Information Competency ISLO for multiple semesters (II.B.1-8: Screenshot of Library Science classes in the class schedule).

- In fall 2013, the College information competency ISLO was assessed in English 21 and 28. These are the two courses in the English course sequence before college-level English. The results of this assessment indicated that students in those levels have challenges understanding differences between scholarly information sources and non-scholarly Internet sources (II.B.1-9: Information Competency Report).
- To determine whether students gain understanding in this area by the time they reach college-level English, the same assessment will be performed in English 101 (i.e. College Reading and Composition I) and English 103 (Composition and Critical Thinking) in spring 2016. At the end of spring 2016, English faculty and librarians will participate in a debriefing to analyze this ISLO assessment data. They will then develop and implement strategies to ensure improvement. Further, they will begin exploring ways to integrate the information competency ISLO into the overall college curriculum rather than relying solely on one department to meet an ISLO.

Analysis and Evaluation

The College has committed an additional $50,000 per year to update the print and electronic library collection. The librarians and staff of the Student Success Center work to ensure that the support services such as tutoring, supplemental instruction, computer, study room, WiFi, 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 the physical, technological, and fiscal resources sufficient to meet the learning needs of students. The library provides formal instruction classes and informal instruction to ensure that students understand and demonstrate information competency.

Conclusion

The College meets the Standard.

Evidence

II.B.1-1: Screenshot of Library webpage with office hours
II.B.1-2: Library Personnel document
II.B.1-3: Screenshot of Library webpage with links to Library Catalog, eBooks, magazines, Journals, and Newspaper Articles
II.B.1-4: Screenshot of Student Success Center webpage
II.B.1-5: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library
II.B.1-6: LASC Library 2013-2014 Acquisition Plan for Library Remodel

II.B.1-7: Library Advisory Committee Minutes, December 15, 2014
II.B.1-8: Screenshot of Library Science classes in the class schedule
II.B.1-9: Information Competency Report

II.B.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.

<u>**Evidence of Meeting the Standard**</u>

Relies on Faculty to Select Appropriate Educational Equipment

Los Angeles Southwest College relies on the appropriate expertise of faculty, including librarians, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

- In 2012, the College established a Library Liaison Model whereby the full-time librarians are specifically assigned to specific academic departments to assist with collection developments. The librarians assist the department in decision making as it considers, plans, and updates curriculum and offers suggestions on library acquisitions and, as result of this process, is aware of the future needs of the library collection (II.B.2-1: LASC Library Acquisitions List).
- In consultation with the expertise of faculty, including librarians and other learning support services professionals, a major de-selection project was completed that resulted in the elimination of 17,000 obsolete titles from the library collection. During the 2012- 2013 academic year, the library completed a two-year materials acquisitions plan and revised the collection development policy to help ensure that its holdings remain current. Further, the librarians played a significant role in the procurement of the furniture and equipment that is currently in the library (II.B.2-1: LASC Library 2013-2014 Acquisition Plan for Library Remodel; LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library).

<u>**Analysis and Evaluation**</u>

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 mission.

<u>**Conclusion**</u>

The College meets the Standard.

<u>**Evidence**</u>

II.B.2-1: LASC Library Acquisitions List
II.B.2-2: LASC Library 2013-2014 Acquisition Plan for Library Remodel.
II.B.2-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library

II.B.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.

<u>**Evidence of Meeting the Standard**</u>

Evaluates Library and Other Learning Support Services

The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs, and evaluation includes evidence that they contribute to the attainment of student learning outcomes. These results are used as the basis for improvement.

- The Library and other learning support services evaluate the effectiveness of their services and develop plans for improvement during the program review process. The most current library annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes (PLOs) are assessed in the annual program reviews, as part of the program review process to ensure program relevance, appropriateness, and currency (II.B.3-1: Library Program Review for fall 2014 and 2015; II.B.3-2: 2015 Learning Skills data sheets).
- As noted in the fall 2015 Library Program Review, evaluation, and recommendation:

  - Enrollment in the LASC Library Science credit courses more than doubled from fall 2013 (nine enrollments) to fall 2014 (20 enrollments). This increase in enrollment can be attributed to college funding of 30 hours per week of additional librarian instruction time in 2014-15, which allowed an increase in the number of face-to-face credit classes and online instruction. The library provided good quality instruction using both in-person and online platforms during 2014 (three sections of Library Science 101). This stands in significant contrast to the availability of Library Science courses for fall 2013 (one section of Library Science 101). This allowed students greater flexibility when integrating Library Science credit courses into their busy schedules, which can often include full or part-time work, childcare, and other responsibilities. Another factor that possibly led to an increase in Library Science enrollment was increasing competition among UC and CSU schools. Since Library courses provide students with one transferable unit to UC and CSU campuses, many students will take these courses in an effort to boost their potential transfer options. The LASC Library credit class enrollment increase is much

Los Angeles Southwest College | Institutional Self Evaluation Report 164

higher than the 5.4 percent increase (from 2012 to 2014) for the campus as a whole.

- For the majority of ethnic groups on campus, the Library Science credit class saw a percentage increase in representation. Asian-Pacific Islander students saw a five percent increase from fall 2013 to fall 2014. This stands in contrast to the .3 percent decrease the campus as a whole experienced among our Asian/Pacific Islander students during that same time period. Hispanic student enrollment in Library Science credit classes increased 18 percent during 2013-2014. This increase among Hispanic students runs parallel with the 1.4 percent increase in enrollment experienced overall by LASC. A five percent increase in enrollment in Library Science credit courses occurred among White students--while the LASC campus experienced a .1 percent increase among White students from 2013 to 2014. Multiethnic students experienced a 5 percent increase in the program while the LASC campus experienced a .7 percent increase among multiethnic students from 2013 to 2014. The Library Science credit class program experienced a five percent increase among the "Unknown" ethnic group, which stands in contrast to the .4 percent decrease experienced by LASC from 2013 to 2014. The Black/African-American ethnic group saw a 37.8 percent drop in the Library Science credit class enrollment from fall 2013 to fall 2014. This mirrors the 1.5 percent decrease of the Black/African-American ethnic group at LASC as a whole from 2013 to 2014. Enrollment figures in Library Science credit courses likewise mirror many of the percentages that define the ethnic makeup of the communities that surround LASC.

- Assessment of SLOs comes from the data for the Library Science 101 course. Data was gathered using a course pre-test, post-test (final exam), and a final project (annotated bibliography project). SLOs are included in the course syllabus and website. They are referenced throughout the course as they are incorporated into assignments, quizzes, final exams, and final projects.
    - SLO 1: Demonstrate the ability to retrieve, manipulate, evaluate and utilize relevant information across discipline lines.
    - SLO 1 was measured by administering a pre-test and a final exam to Library Science 101 students. Students scored an average of 63 percent on the pre-test for SLO 1. They scored an average of 80 percent on the post-test (final exam). Over 50 percent of the students in Library Science 101 scored over an 83 percent on the post-test (final exam) assessment.
    - SLO 2: Demonstrate the ability to research and write a bibliography using MLA or APA Citation Style.
    - The scores achieved by Library Science 101 students on their Annotated Bibliography projects measured this SLO. The average score for this project was a 73 percent.

- Students excelled at locating and assessing information found on the Internet, and deciding whether it was an appropriate source for an academic assignment. Students excelled at developing research questions and identifying keywords for potential database searches. Students also excelled at navigating library databases and determining whether or not the articles retrieved met their research needs.

- Students continue to struggle with APA and MLA citation styles. They understand that citation styles are important to provide evidence of research and to avoid plagiarism but struggle with applying citation styles to academic assignments. This is most likely due to time-consuming nature of adequately formatting assignments according to a citation style.

- Students who came during designated office hours or booked individual meeting times with instructors tended to achieve higher grades in the courses than their peers who did not seek out individual assistance.

- Students struggled with locating reference materials in either print or online formats that assisted them with addressing a research question. They also had trouble determining the difference between a reference material and a regular library resource.

- In Library Science 101, students struggled with matching weekly assignment requirements and quizzes with the annotated bibliography (final assignment) requirements. This resulted in ongoing explanations of what was required in an annotated bibliography and how it was a comprehensive work product of everything students learned in the course.

- In order to improve student performance:

  - Increase the level of instructional support needed for students to be successful in an online format.
  - Purchase online reference/chat software (QuestionPoint). This would allow students to interact with a librarian online while completing coursework.
  - Provide both in-person and online students with multimedia demonstrations and tools that illustrate course concepts.
  - Purchase Snagit (screen capture) and Camtasia (video capture)
  - Provide a greater number of Library Science for-credit courses and informal library workshops.
  - Increase the individual, one-on-one instructional support the library is able to provide to LASC students.

- Hire another full-time librarian who specializes in instruction and information literacy.

Analysis and Evaluation

The library, through program review, evaluates the services it offers and includes evidence that it contributes to the attainment of student learning outcomes and student improvement.

Conclusion

The College meets the Standard.

Evidence

II.B.3-1: Library Program Review for fall 2014 and 2015
II.B.3-2: 2015 Learning Skills data sheets

II.B.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

Formal Agreements Exist When Collaborating

When the College 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 Los Angeles Southwest College Library collaborates with the eight other District libraries and participates in an intra-library loan system for books. SirsiDynix (which monitors inter-library loans, circulation, late returned books, and lost books and enables students to search for resources across the district library database) is the provider for the integrated library system for all of the libraries of the Los Angeles Community College District (LACCD). The contracts are negotiated and maintained by the District contracts office. The LACCD Information Technology Department maintains and secures the SirsiDynix Symphony server (II.B.4-1: LACCD Intra System Loan Policy; II.B.4-2: California Community College Library Consortium documents).

Evaluates Services to Ensure Effectiveness

The Library regularity evaluates its services through program review to ensure their effectiveness.

- As part of the learning support services for its instructional programs, the library purchased Wi-Fi for students who want to use their own devices and for instructional purposes. However, the fall 2015 Program Review pointed out the dissatisfaction with the WiFi's consistency. As a result of this evaluation, the college is working to improve the WiFi service so that students may continue to use it and so that instruction is not hindered (II.B.4-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library; II.B.4-4: Library Program Review for fall 2015).

Analysis and Evaluation

The College collaborates with the eight other District libraries and participates in an intra-library loan system for books. The LACCD has an intra-system loan policy that formally addresses the policy. The LACCD assures through contracts that the maintenance and reliability are validated.

Conclusion

The College meets the Standard.

Evidence

II.B.4-1: LACCD Intra System Loan Policy
II.B.4-2: California Community College Library Consortium documents
II.B.4-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library
II.B.4-4: Library Program Review for fall 2015

II.C. Student Support Services

II.C.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.

<u>**Evidence of Meeting the Standard**</u>

Evaluation of Student Support Services

Los Angeles Southwest College regularly evaluates the quality of its student support services.

- Evaluation of student support services exists for LASC's programs on the campus primarily, as there is no other location that provides educational services except the College's Distance Education program. The College does not offer correspondence courses. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (II.C.1-1: Screenshot of Program Review website for Student Services Program Reviews).
- In addition to program reviews, some student support service areas distributed Point of Contact Surveys during peak periods of student use. These surveys provided information and input as to the quality of the services that are offered (II.C.1-2: Examples of Student Services Surveys).
- Los Angeles Southwest College student support programs and services include Admissions and Records, Assessment Office, Bridges to Success Center, Counseling Services, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Service (EOP&S) and Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster and Kinship Care Education Program/Guardian Scholars, First Year Experience Program, CalWORKs, International Student Services, Outreach and Recruitment, Passage Program, Student Health Services, ASO Office, Transfer Center, TRIO Programs and the Veterans' Student Center (II.C.1-3: Screenshot of Explore LASC webpage).

Student Support Services for Distance Education Students

The College ensures that students who attempt online classes have access to the same services as students on campus to support student learning and enhance accomplishment of the mission of the institution.

- **Admissions**: All students may file an application online, register for classes and drop classes online, and pay their enrollment fees online (II.C.1-4: Screenshot of application webpage).
- **Orientation**: The College offers online orientation to students on campus and for students who attempt classes online (II.C.1-5: Screenshot of orientation webpage).
- **Financial Aid**: Students may apply for federal financial aid online by accessing a link on the financial aid web page (II.C.1-6: Screenshot of financial aid webpage).
- **Counseling**: *Ask-A-Counselor* is an email service that provides communication for off-campus/online students who have questions about degree requirements, transfer information, course offerings, and other student related questions (II.C.1-7: Screenshot of *Ask-A-Counselor* webpage).
- **Smart Thinking**: This online interactive tutoring system is designed to provide students access to tutorial services (II.C.1-8: Screenshot of Smart Thinking webpage).
- **Student Lingo**: Offers online workshops related to Personal Management, Learning Strategies, and Testing Taking (II.C.1-9: Screenshot of Student Lingo webpage).
- **Career Services:** Online Career Assessment is provided through EUREKA (II.C.1-10: Screenshot of Career Services webpage).
- **FAQ's**: Also available online to assist students seeking services (II.C.11: Screenshot of FAQ webpage).

Analysis and Evaluation

The College offers support services to its students, regardless of the location and means of delivery. The support services are regularly evaluated and assessed through the program review process. All of the programs in Student Services have identified SLOs.

Conclusion

The College meets this Standard. The College evaluates the quality of student support services and ensures that, regardless of location, the College offers services to support student learning and enhance the mission of the institution.

Evidence

II.C.1-1: Screenshot of Program Review website for Student Services Program Reviews
II.C.1-2: Examples of Student Services Surveys
II.C.1-3: Screenshot of Explore LASC webpage
II.C.1-4: Screenshot of application webpage
II.C.1-5: Screenshot of orientation webpage
II.C.1-6: Screenshot of financial aid webpage
II.C.1-7: Screenshot of *Ask-A-Counselor* webpage
II.C.1-8: Screenshot of Smart Thinking webpage

II.C.1-9: Screenshot of Student Lingo webpage
II.C.1-10: Screenshot of Career Services webpage
II.C.11: Screenshot of FAQ webpage

II.C.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

Identifies Student Needs and Evaluates How the College Meets Them

Los Angeles Southwest College conducts annual program reviews to identify student needs and evaluate how well the College meets them (II.C.2-1: Screenshot of Program Review website for Student Services Program Reviews).

- Program reviews use both quantitative and qualitative data to evaluate the effectiveness of programs and services and make use of this evaluation as a basis for improvement. Student Services use the program review process to measure the extent to which institutional goals are being met and to assess how each program is meeting Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs). Programs define new goals and objectives and highlight areas requiring additional resources to effectively meet student needs.

Uses Data to Improve

Student services programs analyze data collected in Non-Instructional Program Reviews to measure how previously-established goals are being met and to make plans for continuing improvement (II.C.2-2: Screenshot of website for Student Services Program Review Data).

- Student services programs and departments analyze data to develop a picture of their performance, identifying emerging trends such as student demographics and their implications, progress toward achieving previously-established goals and objectives, and progress on SLOs and SAOs.
- Program reviews describe staff development activities and achievements and the implications of staffing trends and ultimately identify program weaknesses, opportunities, strengths, and challenges.

Program Improvement Based on Evaluations

The College uses assessment data to improve programs. Some examples of program improvement based on evaluations are as follows:

- **Counseling and SSSP:** Based on information retrieved from the Non-Instructional Program Review (NIPR) process, the Student Support Services Program (SSSP) used their categorical funds to support counseling services for students. Additional counselors were hired and LASC achieved the highest percentage increase in the number of completed Student Educational Plans (SEPs) of the students in the district. In the area of assessment, the SSSP program has used funds to provide professional development for the campus to support using multiple measures in the student assessment process. Pilot studies show that multiple measures other than the assessment test will more accurately place students into the correct English and math courses, promoting success. The use of these funds has resulted in a higher number of students taking the assessment tests and the hope is that with the addition of multiple measures, LASC students will also show higher success rates as well as completion rates with better grades. Also, to assist with better program outcomes, the SSSP program is working with the Counseling Department to also identity an online advisement tool to provide access to students in the online delivery mode of counseling (II.C.2-3: SSSP District wide report).
- **Veterans Center:** During the most recent NIPR process, it was noted that the Veterans Center had not been included in the program review process. This year, with the national, state, and local focus on services to veterans, it was pivotal that they be included as a student service. The unit had functionally existed as a program to review veterans' admissions classification for services but had evolved to so much more. Inclusion in the NIPR process identified that a food pantry had been developed, counseling services had been provided, and a computer area for veterans to complete coursework had been set up, along with a study area to network and share information with this needy population of additional services on campus. A location in the Student Services building is now identified as a Veterans Center, and the campus recently held an open house. This unit will now be involved in collecting data and establishing trends to better service LASC students who are veterans (II.C.2-4: Veterans Center Program Review).
- **Financial Aid Office:** As a result of the NIPR process, hours, staffing and other resources were evaluated during the program review. What was evident was that lack of staffing at crucial times has caused students to be negatively affected by long wait periods during peak periods at the beginning of the semester. The hours of operation seem to be satisfactory; however, access to funds is sometimes delayed by corrections needed on applications, etc. The campus is now committed to improving the staffing of financial aid services. Surveys have been completed demonstrating this need. This realization will result in a re-evaluation of how work is being done in the Financial Aid Office to better serve students (II.C.2-5: Financial Aid Program Review).
- **Foster Care/Guardian Scholars Program:** This program had previously not been included in the NIPR Process. As a result of participation this year, it has been identified that the campus does have a significant population of foster care students and that LASC's Guardian Scholars program does need additional support. Assessment of data and trends will now occur to better address this program and population of students. Already, the campus participated in a district wide application

called Cooperating Agency for Foster Youth Educational Support (CAFYES). LASC was successful in being identified as one of ten districts in the state to support foster care students and will proceed to collect data necessary to identify trends and success indicators. The staff in the EOPS program will coordinate the program (II.C.2-6: Foster Care/Guardian Scholars Program Review).

- **International Student Center:** The International Student Center participated in the NIPR this year. Their staffing, hours of operation, and access to services for international students have been lacking. They are open one evening a week to work with students and approve visas, etc. There is so much more counseling and access to campus services that can now be done as trends are identified and the program requests resources to grow the program (II.C.2-7: International Student Center Program Review).

Analysis and Evaluation

The Student Service Division at LASC engages in a continuous process to assess the effectiveness of academic programs and student services through program review. The College uses data provided in program reviews to identify and assess SAOs of support services. This practice ensures that students from the College's diverse community are able to benefit from LASC student support services.

Conclusion

The College meets this Standard. The college has identified SLOs for it support services programs that it assesses and evaluates with data through the program review process.

Evidence

II.C.2-1: Screenshot of Program Review website for Student Services Program Reviews
II.C.2-2: Screenshot of website for Student Services Program Review Data
II.C.2-3: SSSP District wide report
II.C.2-4: Veterans Center Program Review
II.C.2-5: Financial Aid Program Review
II.C.2-6: Foster Care/Guardian Scholars Program Review
II.C.2-7: International Student Center Program Review

II.C.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

Equitable Access and Appropriate, Comprehensive, and Reliable Services

The College provides all students, regardless of service location or delivery mode, equitable access to the support serves that are offered by the College. The College website is ADA compliant, which allows students with disabilities access to the website (II.C.3-1: Proof of ADA Website Compliance).

- All students may access or receive information about the services that the College offers via phone call, in-person at the main campus, the website, or the college catalog (II.C.3-2: Screen shot of Explore LASC page; II.C.3-3: LASC Catalog).
- The College provides students with information about the College, its services, programs, policies, procedures, and office hours at new student orientation, which is available to students in-person or online (II.C.3-4: Screen shot of the New Student Orientation webpage).
- The College has equity programs such as EOP&S, the Freshman Year Experience, TRIO, Puente, and Passages. These programs, along with the colleges equity plan, provide services for first generation students, students of Color, and other underrepresented populations, in an effort to increase persistence and completion (II.C.3-5: Screen shot of the Current Students webpage; II.C.3-6: LASC Equity Plan).
- The College provides information about financial aid so that all students, irrespective of their socioeconomic background, are informed of opportunities to receive student aid in order to begin and complete their education (II.C.3-7: Screen shot of the Financial Aid webpage)
- The College's Student Support Services Program Plan (SSSP Plan) provides comprehensive, reliable access and services to all students and provides new and continuing students with assistance from application to graduation (assistance with pre-admission activities, admissions, registration, assessment testing, counseling, academic follow-up, and assistance with filing for graduation), and provides the appropriate services, based on the needs of the student (II.C.3-8: LASC SSSP Plan).

Analysis and Evaluation

The College offers equitable and appropriate programs and services that are reliable and provide access to all students who enter the College. The services are offered online and in-person. The College's equity plan addresses the needs of students and the services necessary for all students to be successful.

Conclusion

The College meets the Standard.

Evidence

II.C.3-1: Proof of ADA Website Compliance
II.C.3-2: Screen shot of Explore LASC page
II.C.3-3: LASC Catalog
II.C.3-4: Screen shot of the New Student Orientation webpage
II.C.3-5: Screen shot of the Current Students webpage
II.C.3-6: LASC Equity Plan
II.C.3-7: Screen shot of the Financial Aid webpage
II.C.3-8: LASC SSSP Plan

II.C.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

Athletic Programs Suited to Mission and Conducted with Integrity

Los Angeles Southwest College offers athletic programs that meet the institution's mission and contribute to the social and cultural experiences of its students. These programs are conducted with sound educational policy and standards of integrity.

- Los Angeles Southwest College has three athletic programs: men's football, women's basketball, and men's basketball. The athletic teams are part of the California Community College Athletic Association (CCCAA). The Athletic Department is committed to supporting the recruitment, retention, graduation and transfer of the students athletes it serves by proving academic support and counseling through the Student Success Center (II.C.4-1: Screen shot of the CCCAA membership list; II.C.4-2: Screen shot of the Student Success Center webpage).
- Student Athlete academic performance statistics and transfer rates are reviewed annually, and data from the Athletic Interest Survey is compiled and used to complete the Federally mandated Equity in Athletics Disclosure Act (EADA) report (II.C.4-3: 2015 EADA Report).
- Currently, Los Angeles Southwest College does not have gender equity in its athletic programs; however, the college is developing a plan and budget to bring on additional women's sports such as softball and soccer. The College provides

athletics programs with an overall budget of approximately $180,000 per year and ensures all coaches and trainers are District employees who meet the criteria to work with student athletes (II.C.4-4: Athletic Program Budget Page).

Co-Curricular Activities that Contribute to Students' Social and Cultural Experiences

The College provides several co-curricular programs that contribute to the social and cultural experiences of students. These programs can be found on the College's website (II.C.4-5: Screen shot of the Current Students webpage).

The following is a sample of some of the programs:
- The EOP&S Program
- The Freshman Year Program
- The Puente Program
- The Passage Program
- The Associated Students Organization (ASO)
- The Disabled Student Program and Services (DSP&S)
- The Veterans' Resource Center

These programs provide students with counseling, tutoring, mentoring, advisement, and ethnic and cultural workshops that embody the institution's mission and contribute to the social and cultural dimensions of the educational experience at the College.

Analysis and Evaluation

Los Angeles Southwest College has a broad variety of co-curricular programs and services that contribute to the social and cultural dimensions of the educational experience at the College, promoting diversity and student success. The College is in the process of addressing gender equality in its athletic programs.

Conclusion

The College meets this Standard. The Co-curricular programs and athletics programs at the College are appropriate to the College's mission and are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence

II.C.4-1: Screen shot of the CCCAA membership list
II.C.4-2: Screen shot of the Student Success Center webpage
II.C.4-3: II.C.4-3: 2015 EADA Report
II.C.4-4: II.C.4-4: Athletic Program Budget Page
II.C.4-5: II.C.4-5: Screen shot of the Current Students webpage

IIC.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

Counseling Services

Counseling services provided at LASC support student development and success, orient students, and give students timely and accurate information.

- Counseling Services are provided in multiple areas of the College within the Counseling and Student Services Division by qualified faculty who meet the minimum qualifications to be counselors and teach counseling classes. These faculty members keep current in their field by attending the Cal State University, University of California, and Independent College and University Community College Counselor days (II.C.5-1: Examples of Counseling Conference Requests to College Counselor Days).
- Counseling services are available through various categorical and specially funded programs such as Extended Opportunity Programs & Services (EOP&S), CalWORKs, Disabled Students Programs and Services (DSP&S), the First Year Experience Program (FYE), Student Support Services Program (SSSP), TRIO Student Support Services, and through other grant-funded programs such as the Passage Program and Nursing. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new, continuing, and returning students, thereby ensuring that the College mission is achieved in the areas of open access, transfer, and career advancement (II.C.5-2: Screenshot of the Counseling Center webpage).
- Counseling services are available to all current and prospective students of Los Angeles Southwest College. Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselors complete abbreviated and comprehensive Student Educational Plans (SEPs), teach guidance courses, provide follow-up services and referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded counseling services provide required program information and services. Counselors help students to understand educational options, identify educational and career goals, and create individual education plans for graduation and/or transfer. Counselors also provide guidance in helping students to identify appropriate resources to support academic success and help students to understand personal strengths, learning styles, motivation, interests, and abilities (II.C.5-2: Screenshot of the Counseling Center webpage).

- The College offers two online tools for students to access counselors: *Ask a Counselor* and *Contact My Counselor* systems (II.C.5-3: Screenshot of the Counseling Center webpage – Contact Us)
- The College offers Student Orientation online and on campus to accommodate all students' needs. The orientation provides students comprehensive information related to their programs of study and includes useful information about relevant academic requirements, including graduation and transfer policies (II.C.5-4: Screenshot of the Matriculation: Orientation and Assessment webpage).

  The New Student Orientation includes the following:
  - Academic expectations and progress on probation
  - Standard Registration priority and how to maintain it
  - Pre-requisites and co-requisites and the basis and process for challenging them
  - General Financial Aid information and qualifications for fee waiver eligibility
  - Online resources to prepare for assessment test
  - A College tour
  - Review of academic and student support services on campus
- The orientation also provides students with online resources to prepare for the assessment test. This provides students with the opportunity to become aware of the importance of the assessment and how to prepare for it.

Service Delivery Methods

The College offers counseling services in a variety of delivery methods to accommodate the diverse needs of LASC students.

- Students have the option to meet with Counselors in person, in a workshop setting, or in personal development courses, which offer both online and in-person options. Counselors also communicate with students through email and phone calls. In addition, counselors provide online and walk-in counseling services on an on-going basis from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety web links, resources, guides, and directions to aid new, continuing, and returning students (II.C.5-2: Screenshot of the Counseling Center webpage).

Analysis and Evaluation

The College provides counseling services that support student development and success; orient students to ensure they understand the requirements related to their programs of study; and ensure that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

The Counseling faculty are experienced and attend conferences to keep updated on changes in academic requirements. Students receive timely, useful and accurate information regarding counseling services. Drop-in services as well as appointment services are available. There are also services available online as well as in person. There are regularly scheduled Counselor Department meetings held monthly, and tenure track as well as adjunct counselors are encouraged to attend, as all need to be prepared to have the information required for student success.

There is a focus on the diverse needs of students in Veterans, Foster Care, CARE, EOPS, FYE, Student Equity, Puente, and Passage programs to mention a few. Counselors are also involved in teaching Personal Development/Counselor Courses that focus on student skills and learning strategies, introduction to college, and career planning. All counselors meet the minimum regulations supported by the State of California. They also receive training in district wide retreats and training sessions. The department also uses graduate interns and career guidance and counseling assistant staff to provide training for incoming professionals and to assist the counselors with day-to-day duties.

With the support of SSSP funding, Los Angeles Southwest College has achieved the highest percentage increase in onboarding services such as Orientation, Assessment, and Counseling Services. The Counseling Department participates in the Non-Instructional Program Review process and develops SLOs and SAOs, which are posted in the office. What is necessary now is to focus on the outcomes of all the work and services that have been placed in this unit and how they build student success and completion outcomes for LASC students.

Conclusion

The College meets the Standard.

Evidence

II.C.5-1 Examples of Counseling Conference Requests to College Counselor Days
II.C.5-2 Screenshot of the Counseling Center webpage
II.C.5-3 Screenshot of the Counseling Center webpage – Contact Us
II.C.5-4 Screenshot of the Matriculation: Orientation and Assessment webpage

II.C.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)

<u>**Evidence of Meeting the Standard**</u>

Admission Policies Consistent with the College Mission

The College's open admissions policy is consistent with its mission to "*empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.*" The College specifies the qualifications of students appropriate for its programs.

- The Los Angeles Community College District Board Rule 8100 establishes admissions criteria for all District colleges, including Los Angeles Southwest College. This open admissions policy supports the mission of the College. 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. Students eligible for admission are defined in the college catalog as high school graduates, non-high school graduates, transfer, and international students. The Board Rule also provides for the admission of students in elementary or secondary grades 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 a Middle College High School on campus and students are encouraged to take college courses while attending the high school on campus. For these students there is a Supplemental Application for Admissions (II.C.6-1: Board Rule 8100; II.C.6-2: Admissions and Registration - 2015 -2016 College Catalog, pgs. 16- 20; II.C.6-3: Supplemental Application for High School Students).

Advises Students on Clear Pathways

LASC defines and advises students through counseling and with the college catalog on clear pathways to complete degrees, certificate, and transfer goals.

- Information about admissions is available in the class schedule, the catalog, the College website, at orientation, and in the Admissions Office. In addition, the Admissions Office also assists students and programs with obtaining admissions documents when requested by students for specialized programs such as nursing and athletics (II.C.6-4: Class Schedule; II.C.6-5: College Catalog).
- Additionally, the Transfer Center on campus advises students on requirements for admissions to four-year schools and regularly has four-year admissions representatives on campus to meet with students.

- The pathway for programs, courses, certificates, degrees, and transfer can be found in the College Catalog:
  - Instructional Programs pg. 55
  - What is your main educational goal pg. 56
  - Degrees and Requirements pg. 57
  - Associate Degrees for Transfer pgs. 57-58
  - ESL Pathway pg. 77
  - English and Developmental Communication Pathway pg. 78
  - Math sequence pg. 91
  - Plan A General Education Requirements pgs. 103-104
  - Plan B General Education Requirements pgs. 105-106
  - University Transfer Information pg. 107-109
  - IGETC Curriculum Agreement pgs. 110-112
  - CSU Curriculum Agreement pgs. 113-114

Analysis and Evaluation

The College adheres to District and State admissions policies consistent with the mission of the College 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.

Conclusion

The College meets the Standard.

Evidence

II.C.6-1: LACCD Board Rule 8100
II.C.6-2: Admissions and Registration, 2015 -2016 College Catalog, pgs. 16- 20
II.C.6-3: Supplemental Application for High School Students
II.C.6-4: Class Schedule
II.C.6-5: College Catalog

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

Evidence of Meeting the Standard

Admissions Evaluation

The College regularly evaluates admissions instruments and practices.

- Los Angeles Southwest College follows the admissions policies and practices consistent with its mission and the LACCD. The LACCD uses CCC Apply as the electronic admissions application district wide (II.C.7-1: Screenshot of CCC Apply webpage).
- 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. In addition, the Admissions Office participates in the campus Non-Instructional Program Review process to evaluate its effectiveness (II.C.7-2: Non Instructional Program Review for LASC Admissions Office).

Evaluation of Placement Processes and Validation of Placement Instruments

LASC evaluates placement instruments and practices to validate their effectiveness while minimizing biases and is currently evaluating its assessment test and methods.

- In the fall of 2015, Los Angeles Southwest College started the process to evaluate its placement instruments and validate its cut scores for English, mathematics, and English as a Second Language. Additionally, the Academic Senate requested a review of a reading skills assessment as part of the College assessment. The College currently uses Accuplacer, which appears on the list of Assessment Instruments approved by the California Community Colleges Chancellor Office (CCCCO) (II.C.7-3: Minutes from fall 2015 SSSP Meeting; II.C.7-4: List of Assessment Instruments Approved by the CCCCO).
- The assessment test will be validated using the following required methodology from the CCCCO (II.C.7-5: CCC Validation Methodology)
  - **Content Validity:** whether the content of the assessment test matches the content being taught in the math/English courses.
  - **Cut Score Validity:** whether the cut scores make sense for LASC students.
  - **Disproportionate Impact:** whether the assessment test is put together in a way that disproportionately impacts certain groups (e.g. if the questions are worded in a way that students can't understand, if the word problems include scenarios that only certain students can identify with, etc.).
  - This process is a very time-intensive process that requires a lot of data and input from faculty. Faculty will meet through spring 2016 to complete the assessment along with Institutional Research Department.

Analysis and Evaluation

The College is in the process of evaluating its assessment practices and instrument. In using the Accuplacer, the campus chose an instrument listed on the California Community Colleges Chancellor's Office list of validated instruments. However, the campus wants to evaluate the effectiveness of its instrument as it relates to LASC students.

Conclusion

The College meets the Standard.

Evidence

II.C.7-1: Screenshot of CCC Apply webpage
II.C.7-2: Non-Instructional Program Review for LASC Admissions Office
II.C.7-3: Minutes from fall 2015 SSSP Meeting
II.C.7-4: List of Assessment Instruments Approved by the CCCCO
II.C.7-5: CCC Validation Methodology

II.C.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.

Maintains Student Records Permanently, Securely, and Confidentially

The College maintains student records permanently, securely, and confidentially, with secure backup of all files.

- The College was founded in 1967. All student transcript records prior to 1974 are stored on campus in a secured area. As of 1974, all student transcript records in the District database are electronic and are stored, maintained, and backed up by the District. The colleges have approved personnel who have access to these records through the Student Information System (SIS) and are trained in Federal Educational Rights and Privacy Act (FERPA) regulations (II.C.8-1: Screenshot of the SIS system; II.C.8-2: FERPA Regulations).
- In addition to student transcripts, the College uses the Viatron imaging system to store hard copies of student transcripts that they submit from other institutions and hard copy admissions-related documents, such as add and drop cards (II.C.8-3: Copy of imaged document).
- In accordance with Board Rule 27, Use of District and College Facilities, all employees and students using computing facilities are expected to operate within the bounds of federal and state law and District policies and standards. All existing District rules, regulations, and policies apply to the use of computing facilities, including those that apply generally to personal conduct (II.C.8-4: BR-27 Use of District and College Facilities).
- In accordance with Board Rule 28, the District's Network Security Policy, each individual user of these facilities (LACCD employees) is expected to exercise responsibility, use computing resources ethically, and respect the rights and privacy of others. District employees are given security access to the SIS system appropriate

for their job duties. The purpose of the Network Security Policy (NSP) is to promote management practices that will ensure the security and reliability, confidentiality, integrity, and availability of organizational information resources. The Dean of Student Services must approve all access to student information in advance. Employee passwords must be changed regularly. An employee's Microsoft Windows access is password protected and staff is informed that passwords cannot be shared (II.C.8-5: BR-28 Network Security Policy).

- All students are required to provide photo identification before confidential information will be shared or updated, in an effort to ensure that FERPA regulations are adhered to (II.C.8-2: FERA Regulations).

- For the purpose of complying with the classification of records policy contained in Board Rule 7708 and the destruction of records policy contained in Board Rule 7709 (which holds true for all records in the Student Services Division), Admissions and Records documents are classified in accordance with E-99 Classification of Admission and Records Documents. All documents containing student identification numbers are shredded if they do not need to be retained or have been maintained past their date of use (II.C.8-6: Board Rule 7708 Classification of Records; II.C.8-7: Board Rule 7709 Destruction of Records; II.C.8-8: E-99 Classification of Admission and Records Documents).

- The College publishes its release of record policy in the college catalog and follows established policies for release of student records, as outlined in FERPA (II.C.8-9: LASC 2015-2016 College addendum).

Analysis and Evaluation

The College follows the LACCD Administrative Regulations and follows explicit security measures for staff to provide security of student records. The policy for this practice is listed in the college catalog. Imaging equipment is available (Viatron) for permanent storage. In addition, the District provides training for the Admissions supervisor and staff on a regular basis. The office follows the protocols on a regular basis.

Students can access their own records via the SIS that only requires their password to get into the system for much of their information. It should also be noted that staff utilize passwords to get into systems securing student records. Currently, there is no dean over this area. A new Vice President of Student Services will arrive at the campus in early 2016, and one of the first priorities will be to hire a Dean of Student Services that will have responsibility for this area. The College publishes and follows established policies for release of student records.

Conclusion

The evidence demonstrates that the College meets this Standard.

Evidence

II.C.8-1: Screenshot of the SIS system
II.C.8-2: FERPA Regulations
II.C.8-3: Copy of imaged document
II.C.8-4: BR-27 Use of District and College Facilities
II.C.8-5: BR-28 Network Security Policy
II.C.8-6: Board Rule 7708 Classification of Records
II.C.8-7: Board Rule 7709 Destruction of Records
II.C.8-8: E-99 Classification of Admission and Records Documents
II.C.8-9: LASC 2015-2016 College addendum

STANDARD III

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Los Angeles Southwest College hires administrators, faculty, and staff who are qualified with the appropriate education, training, and experience to provide and support the programs and services of the College. The selection process and procedures for selection of personnel are clearly and publicly stated and adhere to rules, policies, and procedures established by the Los Angeles Community College District (LACCD) Board of Trustees as well as those established by the LACCD Human Resources Division and policies and procedures established by the LACCD Personnel Commission.

<u>**Evidence of Meeting the Standard:**</u>

The Los Angeles Community College District Board of Trustees, the District Human Resources Division, and the District Personnel Commission determine the hiring criteria and minimum qualifications used by Los Angeles Southwest College (III.A.1-1: HR-R000 Recruitment, Selection, and employment document; III.A.1-2: Human Resource Guides webpage).
- HR-R 100 defines the recruitment and selection process for academic employees.
- HR-R 110 defines the recruitment and selection process for academic administrators.
- HR-R 120 defines the recruitment and selection process for tenure tack faculty.
- HR-R 200 defines the recruitment and selection process for classified employees.
- HR-R 300 defines the recruitment and selection process for unclassified employees.

The job announcements for all faculty, staff, and administrative positions are reviewed by Deans and Department Chairs and then forwarded to the HR Division for review and electronic posting on the Los Angeles Community College District's Employment website,

"Welcome to the Los Angeles Community College District's Employment Opportunity Pages" and www.cccregistry.org, which is provided as a link on this page to ensure that the college generates a diverse applicant pool (III.A.1-3: Welcome to the Los Angeles Community College District's Employment Opportunity Pages).

Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Analysis and Evaluation

Adherence to state laws, District hiring policies, legal requirements of all collective bargaining agreements, and authority/board rules help to ensure that Los Angeles Southwest College selects the best-qualified employees for all open positions in a fair process that is well advertised.

Conclusion

The College meets this Standard.

Evidence

III.A.1-1: HR-R000 Recruitment, Selection, and employment document
III.A.1-2: Human Resource Guides webpage
III.A.1-3: Welcome to the Los Angeles Community College District's Employment
          Opportunity Pages.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

LASC follows the Los Angeles Community College District (LACCD)'s hiring policies and board rules to ensure faculty members have adequate and appropriate knowledge of the subject matter and are expert in their subject areas, skilled in teaching, and able to contribute to the mission of the College. All faculty must meet the minimum qualifications set forth in the 2014 Minimum Qualifications Handbook for Faculty (III.A.2-1: 2014 Minimum Qualifications Handbook for Faculty and Administrators).

Full-time faculty names, disciplines, and educational obtainment are published in the college catalog to ensure that the public is aware of the qualifications of these faculty members.

Analysis and Evaluation

LASC faculty are qualified and knowledgeable of the subject matter they teach and possess the requisite skills to offer instruction in their faculty service area.

Conclusion

The College meets the Standard.

Evidence

III.A.2-1: 2014 Minimum Qualifications Handbook for Faculty

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

LASC follows the Los Angeles Community College District (LACCD)'s hiring policies and board rules to ensure that Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.3-1: HR-R 110 Recruitment and Selection Process for Academic Administrators).

Analysis and Evaluation

LASC has experienced a significant turnover in Administrators in spring 2015 and fall 2015. However, the new administrators who are being hired are highly qualified administrators who can maintain the effectiveness and quality of the College.

Conclusion

The College meets this Standard.

Evidence

III.A.3-1: HR-R 110 Recruitment and Selection Process for Academic Administrators

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College ensures that all degrees, whether U.S. or non-U.S., are recognized by U.S. accrediting agencies and that equivalency has been determined.

The District Human Resource Division, Search and Selection Committees, and the Personnel Commission ensure that applicants meet minimum qualifications. Interview questions are developed to assist the interview panels when determining the qualifications of the candidates. Additionally, job references provided by applicants are reviewed to confirm the qualifications of candidates. As noted previously, all faculty must meet the minimum qualifications for the instructional discipline or other academic field as specified in the 2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges.

All earned degrees must be posted on the official transcript. Foreign transcripts must include evaluation from an agency approved by California Commission on Teacher Credentialing. LACCD Board Rule 10106 ensures the certification of employee credentials, and all foreign transcripts must include and evaluation from an agency approved by California Commission on Teacher Credentialing (III.A.4-1: LACCD Board Rule 10106).

Analysis and Evaluation

LASC Faculty, Administrators, and other employees hold valid and appropriate degrees and credentials from institutions accredited by recognized U.S. accrediting agencies

Conclusion

The College meets the Standard.

Evidence

III.A.4-1: LACCD Board Rule 10106

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College evaluates all personnel at required intervals according to established guidelines and agreements to assess their effectiveness in supporting institutional effectiveness and academic quality. The College follows processes developed to improve job performance. The College follows the evaluation processes established by collective bargaining agreements, including:
- Article 19 of the AFT 1521 Faculty Guild Contract
- Article 16 of the AFT 1521-A Staff Guild Contract
- Article 15 of the LA/OC Building and Trades Council Contract
- Article 12 of the Local 99, SEIU Contract (maintenance workers)
- Article 8 of the Teamsters. Local 911 Contact (academic supervisors)
- Article 11 of the Local 721, SEIU (classified supervisors)

Evaluation forms for each unit include performance standards or other criteria by which the employee is measured (III.A.5-1: Article 19 of the AFT 1521 Faculty Guild Contract; Article 16 of the AFT 1521-A Staff Guild Contract; Article 15 of the LA/OC Building and Trades Council Contract; Article 12 of the Local 99, SEIU Contract [maintenance workers]; Article 8 of the Teamsters; Local 911 Contact [academic supervisors]; Article 11 of the Local 721, SEIU [classified supervisors]).

Analysis and Evaluation

The personnel evaluation process satisfies the legal requirements of all collective bargaining agreements and board rules. The process allows for communicating positive feedback, recognizing accomplishments and rewarding outstanding performance, as well as communicating expectations and documenting issues with performance. The evaluation process is also used to determine ways to minimize deficiencies and improve performance, help achieve the College mission and department goals, and help employees develop knowledge, skills, and abilities as defined by each job description and the collective bargaining agreement.

LASC is constantly seeking ways to ensure that evaluation timelines for probationary staff, tenure track faculty, adjunct faculty, and classified staff are adhered to in order to ensure compliance with union contracts. Training for department chairs, managers, supervisors and administrators who complete evaluations could be improved. The College has implemented meetings with the department chairs to ensure that the evaluation schedules are followed in a timely and consistent manner. The College vice president ensures that all employees are evaluated on schedule and according to the provisions of the appropriate collective bargaining agreements.

Conclusion

The College meets the Standard

Evidence

III.A.5-1: Article 19 of the AFT 1521 Faculty Guild Contract; Article 16 of the AFT 1521-A
Staff Guild Contract; Article 15 of the LA/OC Building and Trades Council
Contract; Article 12 of the Local 99, SEIU Contract (maintenance workers);
Article 8 of the Teamsters; Local 911 Contact (academic supervisors); Article 11
of the Local 721, SEIU (classified supervisors)

**III.A.6. The evaluation of faculty, academic administrators, and other personnel
directly responsible for student learning includes, as a component of that evaluation,
consideration of how these employees use the results of the assessment of learning
outcomes to improve teaching and learning.**

Evidence of Meeting the Standard

Faculty, academic administrators, and other personnel directly responsible for student
learning at Los Angeles Southwest College have, as a component of performance
evaluations, consideration of how the results of learning outcomes assessment improve
student learning and achievement (III.A.6-1: Faculty Evaluation Form).

Analysis and Evaluation

Although the College assesses and evaluates its SLOs and PLOs, it needs to implement a
regular and continuous cycle of SLO and PLO assessment. Over the past eight years, the
college has had three SLO Coordinators.

Conclusion

The College does not meet all elements of this Standard. The College needs to implement a
regular and continuous cycle of SLO and PLO assessment.

Evidence

III.A.6-1: Faculty Evaluation Form

**III.A.7: The institution maintains a sufficient number of qualified faculty, which
includes full time faculty and may include part time and adjunct faculty, to assure the
fulfillment of faculty responsibilities essential to the quality of educational programs
and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

The College, in conjunction with District staff, ensures that there are a sufficient number of
faculty to assure the fulfillment of faculty responsibilities that are essential to the continuous

improvement of the quality of its educational programs and student services and to assure achievement the College's mission. The College has a means to determine appropriate staffing levels for faculty. The Faculty Hiring Prioritization Committee works to determine the number of faculty to request to support existing and expanding programs and to meet the faculty obligation number for the College (III.A.7-1: 2015 Faculty Hiring Prioritization list).

Analysis and Evaluation

LASC maintains a sufficient number of qualified faculty.

Conclusion

The College meets the Standard.

Evidence

III.A.7-1: 2015 Faculty Hiring Prioritization list.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College has employment policies and practices that afford part time and adjunct faculty opportunities for evaluation, professional development, and participation in all activities of the College (III.A.8-1: AFT 1521 Agreement, Article 16).

Analysis and Evaluation

LASC provides opportunities for integration of part-time and adjunct faculty into the life of the College. Part-time and adjunct faculty participate on College committees, as department representatives, and in staff development opportunities that lead to personal and professional growth.

Conclusion

The College meets the Standard.

Evidence

III.A.8-1: AFT 1521 Agreement, Article 16

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College has failed to replace staff that has left over the years. Challenges maintaining staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution exist.

The College uses Program Review for the instructional and non-instructional areas to determine the need for staffing. Data from the Program Review process is shared with the Budget Committee to determine the priority allocation for funding current and future positions (III.A.9-1: Program Review link).

Analysis and Evaluation

Even though the College is having difficulty maintaining qualified staffing and has not filled a number of past vacancies, the College is committed to hiring qualified employees to ensure the effective operation of College services. Despite the College's limited fiscal resources, the College constituents work together to ensure that resources are allocated effectively so that students can achieve their academic goals.

Conclusion

The College does not meet the Standard.

Evidence

III.A.9-1: Program Review link.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College has had difficulty maintaining a sufficient number of qualified administrators and seeks to continually address the issues of preparation, expertise, and effective leadership to ensure services are delivered to all students.

Analysis and Evaluation

LASC's need for administrative positions is reviewed in the context of the institutional need. Since the College began writing its institutional self-evaluation in spring 2015:

- The Interim Vice President of Student Services left to take a position at another college in May 2015. A second Interim Vice President of Student Services who came out of retirement to oversee the Student Services Division went back into retirement in December 2015. A permanent Vice President of Student Services was hired in December 2015 and will begin in January 2016 (III.A.10-1: Vice President of Student Services Job Announcement).
- The Dean of Institutional Effectiveness left to take a position at another college in May 2015. This position has been flown and is expected to be filled in January 2016. (III.A.10-2: Dean of Institutional Effectiveness Job Announcement).
- The Dean of Grants and Special programs left to take a position at another college in June 2015. This position will be filled in the near future.
- The Dean of Student Support Programs left to take a position at another college in December 2015. This position will be filled in the near future.
- The Vice President of Administrative Services retired in December 2015. The College has an Interim Vice President of Administrative Services currently in place. This position will be filled in the near future.
- In addition to these changes, the College will start the process of hiring a Dean of Student Services.

Conclusion

The College meets this element of the Standard, despite the consistent challenge to maintain qualified personnel over time.

Evidence

III.A.10-1: Vice President of Student Services Job Announcement
III.A.10-2: Dean of Institutional Effectiveness Job Announcement

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

LACCD policies and procedures, administrative regulations, collective bargaining agreements, and the Merit Rules of the Personnel Commission are in place to ensure fairness in personnel practices and procedures including hiring, retention, transfer, and promotion.

Rules and regulations determined by our governing Board are used to create policy and procedure for the campus:

- Flyers/Handouts
- District Webpage
    - Office of Diversity
    - Personnel Commission
    - Board Rules
    - HR guides
    - Union contracts
- Education Code
- LACCD Labor Relations
- Campus webpage
- Emails are sent to all employees
- Bargaining unit contracts
- Office of Diversity
- Sexual Harassment training for all managers and supervisors
- Shared Governance
- Professional Development

These personnel policies and procedures are available for information and review on the LASC Faculty and Staff Webpage, LACCD Human Resource Guide Webpage, and Personnel Commission Webpage (III.A.11-1: LASC Faculty and Staff Webpage; III.A.11-2: LACCD Human Resource Guide Webpage; III.A.11-3: Personnel Commission Webpage).

Analysis and Evaluation

LACCD policies and procedures remain in place to guide the College and ensure fairness in personnel practices and procedures, including hiring, retention, transfer, evaluation, and promotion. Collective bargaining agreements provide the guidance and rules for the work arrangements between staff, faculty, and administration. They also provide a documented pathway for personnel to bring grievances if they believe any policies have not been properly adhered to and or administered. The grievance process, through a series of reviews and rulings, ensures that human resource policies and procedures are equitably and consistently administered. The District Compliance Office (DCO) addresses questions about human resource policies and practices and handles all complaints of discrimination or harassment for any LASC employee. Any member of the LASC College community who believes, perceives, or has actually experienced conduct that may constitute Prohibited Discrimination or Harassment, has the right to seek the help of the DCO. In fact, every employee has the obligation to report such conduct to the DCO.

Conclusion

The College meets this Standard.

Evidence

III.A.11-1: LASC Faculty and Staff Webpage
III.A.11-2: LACCD Human Resource Guide Webpage
III.A.11-3: Personnel Commission Webpage

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Los Angeles Southwest College adheres to the provisions of the Equal Employment Opportunity Act, and takes added steps to support its diverse personnel (III.A.12-1: Equal Employment Opportunity Act).

The College climate does not discourage or discriminate against members of any cultural, ethnic, or religious group. Key services are provided to all LASC employees from the areas below:
- Office of Diversity
- Employee Assistance Program (EAP)
- Managers and Supervisors through EAP
- Professional Development

The College has effective programs and services to support personnel:
- Human Resources Webpage
- EAP Monthly Newsletter
- Latino Employee Association
- Black Faculty and Staff Association
- Bargaining units
- Hispanic Heritage Month
- Black History Month
- International Dance and Culture Day.
- Study abroad programs

Policies and procedures are in place to ensure the equitable treatment of all employees and students. These policies include:
- Collective bargaining agreements
- Board rules
- Policies
- Emails
- EAP Newsletters

- LACCD Help Desk
- LASC webpage
- College Catalogue

Analysis and Evaluation

LASC is proud of the ethnic, cultural, and religious diversity of its staff. The effectiveness of the College's policies and practices in promoting diversity issues and the understanding of equality can be measured in its increased enrollments of constituent groups and in the participation of more constituent group members in the discussion and awareness of diversity issues. The College staff mirrors the diverse mix of its students, and the Office of Institutional Effectiveness collects data accordingly.

Conclusion

The College meets the Standard.

Evidence

III.A.12-1: Equal Employment Opportunity Act

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

- The Los Angeles Community College Board of Trustees has a formal policy on ethical conduct. Section I, Article II. 1204.13 details the ethical standards to which District employees shall adhere (III.A.13-1: LACCD Board Rules Section I, Article II, 1204.13).
- This information is posted on the LACCD website. The Employer/Employee Relations Handbook provides the steps for employee discipline that may include violations of the standards for conduct (III.A.13-2: Employer/Employee Relations Handbook).
- Los Angeles Southwest College also has a student code of conduct, which is published on page 215 of the 2015-2016 College Catalog (III.A.13-3: 2015-2016 College Catalog).

Analysis and Evaluation

The Los Angeles Community College District Board of Trustees has adopted a code of ethics contained in the Board Rules that pertains to all employees of the District. All employees are required to adhere to the ethical standards.

Conclusion

The College meets the Standard.

Evidence

III.A.13-1: LACCD Board Rules Section I, Article II, 1204.13
III.A.13-2: Employer/Employee Relations Handbook
III.A.13-3: 2015-2016 College Catalog

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

LASC, through its Professional Development Committee, plans and provides trainings and workshops for faculty and staff, using survey data to assist in determining the College's needs (III.A.14-1: LASC Professional Development Plan).

Evidence of Meeting the Standard

Professional development programs for faculty and staff include:
- Tuition Reimbursement
- Flex activities
- Employee Assistance Program (EAP)
- Office of Diversity
- Project Match

The College identifies the professional development needs of employees by gathering data from:
- Surveys
- Strategic Plan objectives
- Professional Development Committee
- SLO Committee
- Program Review
- Distance Education

- Academic Senate
- Department meetings

The College uses post professional development workshop surveys and evaluations to ensure that the needs of all employees are met (III.A.14-2: Professional Development Surveys).

<u>Analysis and Evaluation</u>

Los Angeles Southwest College (LASC) conducts periodic staff satisfaction surveys to assess needs, which result in initiatives, including staff development activities. The Professional Development Committee, with support from the Office of Academic Affairs, organizes a calendar of workshops and orientations to specifically address issues in the satisfaction survey results and strategic plan. Each year, LASC develops a Professional Development Plan informed by the College's Strategic Plan, program review, and the results of staff satisfaction surveys. The Professional Development Committee, comprised of representatives from all constituency groups, provides direction for developmental activities. This committee works with the Academic Senate and other campus committees such as Technology and the Student Learning Outcomes (SLO) committees to organize training opportunities on topics such as the use of e-instruction in classrooms, and to develop program reviews and SLO assessments. LACCD uses college input to provide a range of workshops and programs to facilitate staff development and workplace competency, health, and personal growth for classified staff, faculty, and administrators.

Each year the District provides a health insurance fair to inform employees on their health benefit plans. Insurance carriers, approved by the district, provide information. Food and entertainment are provided to bring campus personnel together and share information about healthy food options and health screenings. The bargaining units provide members with opportunities to learn their contracts and their jobs. Fall and spring flex days provide activities for staff development. In fall semester all full-time faculty are required to participate in the Flex Day activities. Adjunct faculty and classified staff are encouraged to participate in Flex Day activities. Suggestions for Flex Day workshop topics and Flex presentations are solicited from all members of the campus community. Full-day orientations for new adjunct faculty are provided. Counselors attend a full-day planning retreat each semester and are encouraged to attend UC and CSU conferences.

The Professional Development Committee, along with other planning committees, regularly evaluates campus input in order to plan staff development activities. Surveys are administered after workshops to assess how well they met the needs of participants. Other data sources include feedback forms and informal discussions. The committee uses the results of these evaluations to plan program improvements. The College provides funding for professional development activities from its general fund. The College is planning to provide more opportunities for the campus to review data related to effective teaching and for campus-wide student success discussion sessions involving both faculty and students.

Conclusion

The College meets this Standard.

Evidence

III.A.14-1: LASC Professional Development Plan
III.A.14-2: Professional Development Surveys

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the established law.

Evidence of Meeting the Standard

LASC provides security and confidentiality for personnel records in accordance with the provision set forth by the Board of Trustees, collective bargaining agreements, and LACCD HR guides.

- Bargaining unit agreements
- HR Guides 101 and 102
- Board Rules

LASC provides employees access to personnel records.

- District HR
- Campus personnel office

Analysis and Evaluation

Los Angeles Southwest College follows the provisions of bargaining unit agreements and LACCD HR Guides 101 and 102 regarding security, confidentiality, and access to personnel records. Collective bargaining agreements provide employees, upon request, the right at any reasonable time, to inspect his/her official personnel file held in the LACCD HR Division or the campus personnel office. Copies of evaluations and other personnel documents maintained by the College are kept under lock and key. Employees may request of the president or his/her designee the right to access those copies and files in their entirety at any time (III.A.15-1: HR Guide 101); (III.A.15-2: HR Guide 102).

Conclusion

The College meets this Standard

<u>Evidence</u>

III.A.15-1: HR Guide 101
III.A.15-2: HR Guide 102

III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

LASC maintains a healthful campus working and learning environment that is safe, secure, and provides access.

Evidence of Meeting the Standard

LASC maintains a healthful working and learning environment that is safe and secure. The importance of Campus Safety is stressed at the College, and is reflected in the College's commitment to ensuring that students, staff, and the visitors who take courses, enroll in programs, and utilize learning support services feel safe.

Through the Campus Safety – Sheriffs webpage on the College website, the campus provides its students, faculty, staff, and visitors with information on what to do in specific campus crises, information on crime on campus, and an opportunity to express their attitudes on the campus's policing policy (III.B.1-1: Screenshot of the Campus Safety – Sheriffs webpage).

This information includes, but is not limited to:
- The Los Angeles Southwest College Los Angeles County Sheriff's Department sub-station located on the campus, which is open 24 hours per day.
- A Video on **Surviving an Active Shooter**
- Access to the **Annual Security Report**
- The Cleary Act: Campus Safety Reports
- The Campus Emergency Response quick reference
- LASC Community Orientated Policing Survey

The College provides access, safety, and security, to all of its facilities in accordance with the Education Code, Sections 81130-81149 to ensure that (III.B.1-2: Education Code, Sections 81130-81149):
- The work of construction has been performed in accordance with the approved plans and specifications, for the protection of life and property.
- Repairs are made based on industry standards.
- Access and egress are factored in.

Currently, the College does not have any off-site facilities.

Analysis and Evaluation

Los Angeles Southwest College has a strong commitment to providing safe and secure facilities and equipment for all staff, students, and community members who visit the College. All buildings have been designed, constructed, and modernized in strict compliance with current California Building Codes, with stricter structural, fire, life, and safety regulations and have been reviewed as "Field Act Compliant." All construction/ modernization projects are under the jurisdiction of the Department of State Architects (DSA). The DSA reviews and approves all construction and modernization projects and has the responsibility for enforcement in two separate areas: Access Compliance and General California Building Code Enforcement, Public Community Colleges-Education Code, Section 81130-81149.

Conclusion

The College meets the Standard.

Evidence

III.B.1-1: Screen shot of the Campus Safety – Sheriffs webpage
III.B.1-2: Education Code, Sections 81130-81149

III.B.2. The institution plans, acquire or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other, assets, in manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Los Angeles Southwest College is one of nine colleges under the Los Angeles Community College District (LACCD). The president of the College is responsible for the overall direction of the College. The vice president of Administrative Services is responsible for overseeing day-to-day operations of the College's physical resources. The College uses the system of shared governances in the decision-making processes that include faculty, staff, administration, and students. This includes the Program Planning process, the Facilities Master Plan, the Educational Master Plan, the Strategic Plan, and the Technology Master Plan to ensure that all programs and services address facility and equipment needs for their programs and resources are appropriately allotted. These processes and reports assure that program and service needs determine equipment needs, replacement of equipment, and facilities and maintenance needs, to reflect total cost of ownership (III.B.2-1: Facilities Master Plan; III.B.2-2: Educational Master Plan; III.B.2-3: Strategic Plan; III.B.2-4: Technology Master Plan).

To achieve the stated academic and development goals found in the College's master plan, a review of the current space inventory, the Five-Year construction Plan, the capacity load ratios, and existing project proposals became necessary to make informed capital outlay decisions. State funding for community college facilities is subject to an application process that is part of the statewide annual Capital Outlay Plan. LASC, as part of the LACCD, has participated in and benefited from this process (III.B.2-5: Five-Year construction Plan).

The Five-Year Construction Plan compares the capacity of facilities, including those of LASC, to the demands created by the actual projected enrollment of a college to derive the capacity load. The capacity loads help the Chancellor's Office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor's Office each year and includes the following five components:
- An educational plan statement
- Inventory of existing space
- Enrollments
- Full-Time Equivalent (FTE) instructional staff
- Proposed facility projects

Additional local funding made available through the passage of ballot Measure J in 2008 allowed for the long-term capitalization of construction and renovation of campus facilities. With the approval of voters and school districts, including the community college district, the state can issue general obligation bonds that are paid for out of property taxes. Over the past several years, LACCD, including the LASC campus, has been funded in this manner through Propositions A and AA and Measure J. With the passage of Measure J, LASC is able to continue its renovations with new construction projects and with the expectation of "building out the campus." As required by the LACCD Board of Trustees for projects funded under Measure J and Propositions A and AA, each new building constructed is expected to meet Leadership in Energy and Environmental Design (LEED) standards for green building and sustainability. Two of the new buildings to be constructed under Measure J bonds will be platinum LEED.

The 2008 Los Angeles Southwest College Facilities Master Plan identifies the following goals for the facilities on campus:
- Provide leadership in educational programs to support student needs
- Establish a welcoming image for LASC
- Provide a collegial campus environment
- Cultivate the College's relationship with the community

The College continues to support these goals as it implements the Faculties Master Plan. The manifestation of these goals is evident in the many new building and landscape projects under construction on campus. For example, the goal to establish a welcoming image for the College has been achieved by the addition of new arrival plazas and courtyards that are becoming gathering spaces to foster communication, and the goals of cultivating the

College's relationship with the community and providing leadership in educational programs are being achieved by the construction of Middle College High School and a pool, an LAUSD/LASC joint use facility. Overall, removing the gas station at the corner of Western Avenue and Imperial Highway and replacing it with landscaping and signage identifying the College has improved visibility and recognition of the campus within the community.

To date, the College has completed five new LEED buildings: a Child Development Center, a new Maintenance and Operations Building, the Field House, the Student Services building, and the School of Career Technical Education Building. The creation of public gathering areas with attractive and functional furniture surrounded by open green space has maximized the usage of outdoor spaces. Am example of this is the new palm courtyard.

Analysis and Evaluation

Los Angeles Southwest College uses its physical resources effectively. The space inventory report helps the College determine how efficiently it is utilizing current facilities in relation to academic programs. Space utilization is reviewed and discussed with stakeholders in the shared governance process. Participatory governance committees, such as the College Council, also participate in evaluating the institution's facility needs.

Conclusion

The College meets the Standard.

Evidence

III.B.2-1: Facilities Master Plan
III.B.2-2: Educational Master Plan
III.B.2-3: Strategic Plan
III.B.2-4 Technology Master Plan
III.B.2-5: Five-Year construction Plan

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates it facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Los Angeles Southwest College uses multiple factors for planning and evaluating facilities and equipment. These include capacity-to-load ratios and a review of the Facilities Master Plan through an annual update of the Five-Year Construction Plan. Facilities planning and assessment is an ongoing process. The Capital Construction Plan supports the Educational Master Plan generally, and the Facilities Master Plan specifically, to address the physical, practical needs of the College. The five-year Scheduled Maintenance Special Repair Plan is

updated annually, as is the Space Inventory Report. Space utilization is reviewed in conjunction with course scheduling throughout each academic year, consisting of a spring and fall semester with a winter and summer session (III.B.3-1: Facilities Master Plan; III.B.3-2: Educational Master Plan).

Equipment is maintained and evaluated on a regular basis as per manufacture operating and maintenance manuals and warranty specifications. LASC reallocates resources as necessary to meet changing instructional and operating needs, as evidenced in the Institutional Effectiveness Committee Program Review processes (III.B.3-3: 2014 Facilities Program Review).

This review process allows each department to develop program plans to correct deficiencies and recommends improvements to the program-supporting SLOs. Surveys are used to make assessments, and the results become a baseline for improvement. For example, the survey conducted in spring of 2015 by the Institutional Effectiveness Department asked the satisfaction level for "Building cleanness, classrooms, restrooms, and offices." Comments reflected dissatisfaction with the cleanliness of classrooms and restrooms. The results of this survey, along with comments from Work Environment Committee (WEC), faculty, and students, resulted in the implementation of retraining and identifying the need for hiring additional staff. The College is currently in the process of hiring five new custodian positions (III.B.3-4: Spring 2015 Satisfaction Survey).

Analysis and Evaluation

LASC is currently in a transition phase in terms of its work order system. The current Tamis Work Order System is being replaced with a Computer Maintenances and Management System (CMMS) that will have access to data regarding facilities and equipment loaded in the FUSION database. This CMMS program will allow the College to develop a preventive and predictive maintenance schedule and maintain warranty data, cost of repair data, tread maintenance and repair costs, and recurring repairs. This will allow the College to better track information and project the cost of repairs to facilities and equipment.

Conclusion

The College meets the Standard

Evidence

III.B.3-1: Facilities Master Plan
III.B.3-2: Educational Master Plan
III.B.3-3: 2014 Facilities Program Review
III.B.3-4: Spring 2015 Satisfaction Survey

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Since the inception of the building program, the assumption based on the economic growth of the area was that the Los Angeles Community College District (LACCD) would need to add square footage to serve more students. In 2011, the District decided to pause the starting of new construction projects pending a review of the funding available for the cost of owning and operating the proposed additional square footage. This would lead to the development of the District's "Total Cost of Ownership Plan" (III.B.4-1: 2013 LACCD Comprehensive Plan for total cost of ownership).

The total cost of ownership is addressed by thoroughly reviewing the status of existing and proposed facilities, benchmarking of existing facilities operations, and developing processes to measure, monitor, and control both facilities' costs and utilization.

1. Review of the current building plans and existing square footage. Three major areas of concern were identified by the initial analysis. They are building program (capital) budget, space utilization requirements, and the maintenance and operations (operational) budget.
   a) Building program budget: review of the current forecast for the Measure J bond program, focusing on potential shortfalls in the capital project budgets.
   b) Space Utilization requirements: review of the size, quantity and type of remaining facilities that should be constructed. Examine the current Capacity-to-Load Ratios.
   c) Maintenances and Operation budget: develop staffing levels for both custodial and maintenances operations based on Association of Physical Plant Administration (APPA) standards. Review the maintenance and operations budgets to insure there is adequate funding to support the additional square footage.
2. Review and benchmark maintenance and operation expenditures.
   a) Review of salaries, benefits, utilities, equipment and supplies, vehicles, and other expenditures for maintenance and operations.
   b) Cost Study comparison between colleges.
3. Review APPA standards and quality expectations and compare with the custodial and maintenance staffing levels for each college.
4. Review the change in square footage per college per project for the next three years. Transform this information into projected maintenance and operating cost.
5. Review utility expenditures per Square foot per College
6. Develop Deferred Maintenance/Schedule Maintenances Fund to replace the now defunded State Schedule Maintenance Program. In 2013 the Board of trustees authorized a Deferred Maintenance Reserve fund of up to two percent of the Unrestricted General fund.

  a) Develop criteria for newly developed deferred maintenance reserve.
  b) Prioritize college projects for the use of the deferred maintenance reserve.
7. Implement a new Computerized Maintenances management System (CMMS). This system will allow improved tracking of facilities expenses.
  a) Establish project goals and objectives for the CMMS.
  b) Review benefits of improved facilities tracking processes.

The combination of all these elements will provide a comprehensive look at what it will cost LASC (LACCD) to both own and operate facilities and equipment.

The approximate 72-acre campus is located in Unincorporated Los Angeles County. The College serves a diverse community made up of mainly Hispanics/Latinos (68.54 percent). African Americans make up 24.44 percent of the population, and Asians and Whites represent a smaller portion of the overall population.

The campus is bounded by Imperial Highway to the north, Western Avenue to the west, the Glen Anderson Freeway (I-105) to the south, and Normandie Avenue to the east. The nearby Glen Anderson Freeway (I-105), the San Diego Freeway (I-405) to the west, and the Harbor Freeway (I-110) to the east provide regional access to the campus. The campus is located within relatively close proximity to the Los Angeles International Airport (LAX). Adjacent land uses are primarily residential with some retail and commercial properties located directly west of the campus along Western Avenue. Much of the local community is made up of residential properties, such as small-scale bungalows and low-density apartments. Today, the physical college campus remains internally focused with the most of the buildings located around a central core; however, campus identification and access have been greatly improved.

Analysis and Evaluation

Los Angeles Southwest College's physical resources are an institutional responsibility, and implementation and management of these resources falls under the Administrative Services division, under the direction of vice president of administrative services. The mission statement for the Plant Facilities Department is "to provide a clean, safe, and healthy learning and working environment for students, staff, and faculty and community members."

Conclusion

The College meets the Standard.

Evidence

III.B.4-1: 2013 LACCD Comprehensive Plan for total cost of ownership

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology is integral to the institution's management and operational functions, academic programs, teaching and learning, and support services. Students use technology to access information, register for classes, communicate with their instructors, complete their course work in person or online, check their grades, and participate in elections and surveys. Faculty use technology to engage students in their instruction, develop curriculum, assess SLOs, and manage class rosters and grades. College employees use technology to communicate within and outside of campus, manage students and employees records, conduct research and provide support services.

LASC constituencies—administrators, faculty, classified staff and students—have consistently provided input to identify technology needs through various avenues listed below. Multiple strategic oversight groups, planning processes, and informal mechanisms foster ongoing dialogue to assure that new technology implanted on campus meets College needs:

District Wide Technology Council

The District Technology Council (DTC) makes recommendations about technology standards and deployments based on the latest industry trends and upcoming changes in institutional implementations. The DTC also provides guidance to and recommends standards for the colleges to ensure that local equipment, operating systems, and software are compatible with district wide computer systems and that they meet district wide requirements for connectivity and performance (III.C.1-1: DTC information).

District Wide Technology Planning and Policy Council

The Technology Policy and Planning council meets every month. The membership includes faculty representation from each campus, the Chief Information Officer (CIO), executive vice chancellor, and the chairperson of the DTC. This group reviews the recommendations made by the DTC and also shares their upcoming technology needs with the DTC. The faculty representative also reports back to the campus Academic Senate (III.C.1-2: TPPC information).

LASC Technology Planning Committee

The Technology Planning Committee at the campus meets on monthly basis. Its membership includes students, faculty, staff, and administrators. The members provide input on behalf of their constituents. A comprehensive Strategic Technology Plan is being developed by the Technology Committee and is awaiting the finalization of the Educational Master Plan (EMP) for any further modifications. In its draft form, it includes the current inventory of campus wide equipment as well as a technology survey taken by campus faculty and staff (III.C.1-3: LASC TPC information).

Distance Education Committee

The College provides a strong commitment to the distance learning programs and courses by providing on campus technical support with help desk support for faculty and students with online and web-enhanced courses, fulfilling shell requests for the Learning Management System, and providing email malfunction repairs and recoveries.

Technology is provided directly by the institution and through contractual arrangements with Etudes, the learning management system, to ensure LASC's online program provides reliability, recoveries and repairs, privacy, and security. See the examples in the following information for each area (III.C.1-4: LASC DE information).

Reliability:
1. LASC's online students and faculty are provided with 24-hour personal support from the LMS's staff and peer communities for their login, rosters, user issues, etc.

Disaster Recovery:
1. Students have 24/7 access to LMS/Etudes technical support to receive assistance regarding access and for LMS recovery of the system.
2. Instructors can notify all students at once via email for system issues.
3. The LMS provides free mobile apps for both iPhone and Android devices for students to have immediate access in times of disaster recovery with tools available to have the same functionality as the web version.

Privacy
1. Ability to support secure authentication.
2. Instructors can send and receive private messages from students.
3. Identification, emails, and login information is only accessible to the instructor teaching the online course.
4. Submission of assignments by students can only be seen by the instructor teaching the course.
5. Grades can only be viewed by the instructor teaching the course.
6. Instructors can delete inappropriate messages to protect students; for example, instructors can delete posts in the discussions, chat room, etc.

Security:
1. The College supports secure authentication.
2. All students must use their college identification number for security verification to login to the LMS.
3. All students must use their college email address for security verification to participate in an online course.
4. The instructor controls when a site is published and concluded.
5. The LMS system has the ability to restrict access to an assessment based on a required password.
6. The LMS system has the ability to restrict access to an assessment based on IP addresses.

LASC Professional Growth Committee

A survey from this group also provides input for technology needs for the campus (III.C.1-5: LASC Professional Growth Committee Survey).

Information Technology (IT) Department Survey

A comprehensive survey of technology assessment provided useful insight for immediate and future needs of users. The IT survey reflected that technology needs are partially met due to funding constraints impacting quality and quantity of systems and services. With the bond funds available for new building and the categorical funds from the SFP projects, many of these issues have been resolved. Users have been equipped with the latest hardware and software. Datacenter equipment has been refreshed. Progress is underway to cascade the useable computers from these users to move to areas where totally inadequate equipment was being used. The next survey should reflect these changes (III.C.1-6: IT Survey November 2014).

Instructional Program Reviews

Technology needs from each department are discussed within their own group and then specified in their program review. Each program review is then validated by the area's vice president and forwarded to the President. Subsequently, the campus Budget committee assesses these needs. A better communication needs to be developed to apprise the Technology committee and IT department of the upcoming changes. Additionally, the IT Manager's signature should be required for all technology purchases, a practice already in place at many of campuses in LACCD. It is recommended that IT remains involved in planning infrastructure during the inception of the projects planning phases (III.C.1-7: Sample Instructional Program Review).

IT Program Review

The technology needs listed in program reviews are evaluated each year. The unmet needs are re-assessed and specified to be reviewed again by administrators for feasibility (III.C.1-8: IT Program Review).

Analysis and Evaluation

LASC students have access to technology that fulfills their academic and career goals while learning to use technology to advance their careers. Faculty and staff have access to technology that supports their work.

The new PeopleSoft SIS system will transform the way the District delivers services to students, faculty, and staff. With enhanced functionalities, it allows access from anywhere and at any time via its web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources.

The passage of bond Propositions A and AA and Measure J provided the necessary funding for a massive college wide technology upgrade. Using these funds, the College invested to upgrade its infrastructure, hardware, and software.

The IT Department coordinates with District IT services to ensure that the College is pursuing best practices in the use of technology and that it is leveraging the resources available to support the needs of the institution. Campus IT Services provides backend support for the College's computing systems. Continuous training and support is provided by the IT staff in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning. The need for additional personnel with higher skillsets to manage the newly deployed complex backend system was recognized by the campus. The process is in place to acquire these resources to enhance technology services and professional support.

Conclusion

The College meets the Standard.

Evidence

III.C.1-1: DTC information
III.C.1-2: TPPC information
III.C.1-3: LASC TPC information
III.C.1-4: LASC DE information
III.C.1-5: LASC Professional Growth Committee Survey
III.C.1-6: IT Survey November 2014

III.C.1-7: Sample Instructional Program Review
III.C.1-8: IT Program Review

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

<u>**Evidence of Meeting the Standard**</u>

The College's technology implementation strategies are guided by the Los Angeles Community College District (LACCD) Technology Implementation Plan, which provides vision through 2020. The Technology Planning and Policy committee approved the LACCD Technology Implementation plan in 2013. It prioritizes the deployment of various technology capabilities, is updated periodically, and will be reassessed after five years (III.C.2-1: LACCD Strategic Plan - Vision 2020).

The College also uses the outcomes from surveys and the annual program reviews from instructional as well as non-instructional areas. Through these program reviews, users can align requests for technology resources to their outcomes. The program review process encourages innovation and allows users to seek out new and enhanced technology resources as a means to achieve program improvement. Furthermore, the program review process allows users to reflect upon the quality and capacity of the technology in their area and to request additional technology resources if they determine that the quality and capacity are no longer adequate.

To ensure that the quality and capacity of its distance education technology is adequate, the College has contracted with a third party vendor, Etudes. The College plans to transition fully to Canvas in 2016, which is the California Community College (CCC) Online Education Online Education Initiative's (OEI) learning management system. Transitioning to the OEI's common learning management system will provide the College with access to additional statewide resources and upgrades.

Technological Infrastructure and Front-end Equipment

Using Bond J funds, the latest equipment is provided for all of the users occupying each of the new and re-modernized buildings as part of FFE (fixed fixtures and equipment). The IT department provides specifications for the equipment, which align with District wide minimum standards of technology. The standards specifying maximum duration of warranty and support for hardware and software ensure proper management and maintenance of the systems. Currently, the campus has approximately 1500 desktops and laptops, 150 small and midsize printers, 49 Xerox MFIDs, and over 100 classrooms and conference rooms with an audio visual setup (III.C.2-2: LACCD minimum standard for equipment).

In addition, the entire backend of technology has been refreshed in the LASC Data Center using Prop J bond funds. This includes replacing the old phone PBX with SV8500, a new Voicemail system, replacing a single Cisco Core switch 6509 that had reached its End of Lifecycle with Dual Core switches (Cisco 6807) and redundant connectivity to all the new buildings and as many old buildings as possible. A new servers platform (HP 7000) houses approximately 60 virtual and 15 physical and storage (3Par) with much better disaster recovery and backup capabilities than the previous systems in place (III.C.2-3: Sample requisitions for FFE for Cox and School of Career and Technical Education [SoCTE]).

Housing the new data center with new equipment while keeping the legacy systems running and supporting the campus has been a complex task. A great deal of planning and teamwork went into the implementing this project. Keeping up with all deadlines and supporting all the projects has been a challenging endeavor due to lack of appropriate staffing. Nonetheless, with proper vision and planning, it has been done.

Some special funded programs were able to refresh their equipment using block grants and categorical funds available to them (III.C.2-4: Sample requisitions for equipment for datacenter refresh).

Reliability and Emergency Backup

The campus acquired new systems, including virtual servers and storage, through the Prop A and AA funds about seven years ago. Those systems served the campus needs as many new buildings were built. New systems, such as multiple building management systems (HVAC, Irrigation, Electrical metering, and Security), instructional systems (SARS, Viatron scanning system, TutorTrack, CI Track, and Audio Video equipment in smart classrooms), additional end users equipment, and academic programs were deployed using those systems. These servers that are now seven years old have outlasted their lives. Additionally, they have taken all the abuse of being in major construction environment including extreme temperatures, dust, and debris.

Measure J funds were allocated towards upgrading the datacenter. Using these funds, new systems for the data center are being utilized. This includes the integration of a hardware, software, and infrastructure refresh. New equipment for virtual servers and storage has been acquired and is being implemented. This will provide more robust, scalable, reliable systems for campus academic programs and support the administrative functions more efficiently (III.C.2-5: LACCD Standards for datacenter, BDFs, IDFs, Smart Classrooms etc.).

As part of the bond construction, the data center has a new UPS that is connected to the backup power generator. It would switch over to generator power immediately in case of electrical power failure, thus protecting campus data and information.

Facilities Developed out of Program Review and Institutional Needs

Building Users Group (BUG) made recommendations for needed improvements in their respective areas. After their respective administrators reviewed and approved the recommendations, the architectures and contractors developed facilities. IT provided their input for the technical specifications where needed. This collaborative effort would result in a facility that would be more efficient and functional. Reviews are made during the process to see if further modifications are necessary. It has been acknowledged that there are opportunities to make further improvements for IT's input.

Prioritizing Technology Purchases

For the most part, the campus has centralized technology standards to provide economy of scale and better value. This also enables LASC Information Technology support services to provide more efficient support. Examples are standards for hardware (desktops, laptops, printers – standalone, small size network printers and MFIDs) and software (Microsoft site license and Adobe site license).

LASC also joins the rest of the LACCD campuses on many purchases to get institutional deployments, such as the Palo Alto firewall and AV solutions. Doing so not only provides a better pricing module in line with the TCO module suggested by the State Chancellor's Office, it provides better support amongst the LACCD Campuses (III.C.2-6: Evidence of adopting Canvas).

However, there is room for improving communication between multiple departments. There is no centralized depository for some of the systems. Better communication is needed to coordinate and eliminate duplication of efforts and expenses. Involving IT from the initial planning meeting can help mitigate some of these issues.

Analysis and Evaluation

The College's Technology plan will include solid steps to ensure that technology is regularly updated. It will also include provisions for additional opportunities for users to innovate though its Program Review process. Furthermore, with new IT staff coming on board, even better services can be expected to support the College mission, operations, and programs.

Conclusion

The College meets the Standard.

Evidence

III.C.2-1: LACCD Strategic Plan - Vision 2020
III.C.2-2: LACCD minimum standard for equipment

III.C.2-3: Sample requisitions for FFE for Cox and SoCTE
III.C.2-4: Sample requisitions for equipment for datacenter refresh
III.C.2-5: LACCD Standards for datacenter, BDFs, IDFs, Smart Classrooms etc.
III.C.2-6: Evidence of adopting Canvas

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

<u>**Evidence of Meeting the Standard**</u>

Use and Distribution of Technology Resources

A Technology Replacement Policy (TRP) has been in place as recommended by the TPC. However, since a major part of campus technology has been replaced by the bond funds, limitations of using those funds and the lack of availability of non-categorical funds do not always allow the TRP to be used. In that case, all of the users and instructional areas housed in the new buildings get new equipment and their existing equipment gets cascaded or salvaged, depending on its age.

The institution does give sufficient consideration to equipment selected for DE programs. Faculty and students have access to computer labs, Internet access, student support, and training. Faculty training in computer labs is available. LASC has a variety of links to assist students who need services for the library, counseling, tutoring, and training.

Technology information is distributed via email, online training videos, and on-ground training. Technology is used through the Learning Management System (LMS) and help desk to provide security, privacy, and access to the LMS. Technology is used to train faculty and students on the LMS. Additionally, technology is used to train students and faculty on new features. Technology is also used for faculty to gain knowledge to implement curriculum effectively and by students to access information, course materials, and overall course requirements to effectively participate as an online student (III.C.3-1: LACCD IT Security Policy).

Robust and Secure Technological Infrastructure

To ensure physical security, the College uses lockdown devices to secure campus computers as well as extensive security cameras inside and outside of computer labs. All laptops have tracking software installed on them to trace them in case they are lost or stolen. Though not fully deployed yet, all of the new buildings have key cards to the external doors of the buildings for further security of the equipment (III.C.3-2: Single-line diagram of security camera system in Cox building).

The Palo Alto Firewall, segmentation of network (multiple VLANs), use of LDAP and AD, and single sign-on allow students, faculty, and staff to securely access multiple systems and services.

The College datacenter is in the Cox Annex building and is a physically secured area. After the construction is completed, it will only be accessible to the IT staff and a few other senior administrators. Data backups are made daily. The technology resources are also protected with a Palo Alto Next Gen Firewall at the perimeter of the network before we connect our infrastructure to the Internet (outside world) (III.C.3-3: Sample of system backup schedule).

Analysis and Evaluation

The College provides a high level of physical and logical security for its technical resources while maintaining reliable and consistent access to all users. Physical security is maintained through the use of security cameras, tracking system, and lock down kits. Logical security is ensured through the use of robust tools and technical capabilities, such as multiple VLANs and through proper authentication.

Conclusion

The College meets the Standard.

Evidence

III.C.3-1: LACCD IT Security Policy
III.C.3-2: Single-line diagram of security camera system in Cox building
III.C.3-3: Sample of system backup schedule

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Assessment of Need for Training

The College uses the results of program reviews and survey analysis to determine technology training needs. The Program Review process is used to help identify areas where technology training and professional development can be improved with additional training opportunities. The number of workshops developed and offered is also determined by the extent to which faculty are using a particular technology and whether or not that number is increasing. In addition, training needs are determined by the deployment or acquisition of new hardware or software technologies. The majority of College employees agree that units continue to use the program review process to address technology needs. A similar

percentage agrees that the institution uses the results of the evaluation for the basis of improvement (III.C.4-1: Sample Program Review technology training PD; III.C.4-2: Sample evaluation survey of workshop; III.C.4-3: Number of Faculty Using Technology; III.C.4-4: Information Technology link within LASC website).

Technology Training Provided

The College provides regular trainings and trainings on demand as is dictated by program reviews, surveys, and internal audits. The College invested in procuring online training for all LASC personnel for preparing for Microsoft Office User Specialist (MOUS) certification. The Professional Growth Committee and Information Technology (IT) Department provide technology training to students, faculty, staff, and administrators. This training includes face-to-face, hybrid, and online workshops. The online work order request link can be used to create, track, and find help with requesting software and hardware help requests. The College also provides technology-based workshops and activities on contractually obligated Flex days, so that faculty can gain technology competencies while fulfilling their Flex obligation (III.C.4-5: Online work order request through campus website; III.C.4-6: Professional development seminars).

Student technology orientations to the learning management system and the student email system are given at the start of every semester. LACCD IT and LASC IT collaborated with Microsoft to hold an open house to engage students in learning on how to use the Office 365 account provided to them as a student and also showed them how to configure their mobile devices (laptops, tablets, or smart phones). Instructions are available for students, through the LASC website, on how to log in to their district email account including a frequently asked questions document. The campus has several locations where students may use computers such as the Student Success Center, Library, and Open Computer Laboratories of the Business Department (III.C.4-7: Library science courses).

To ensure that College technology training is appropriate and effective, evaluation surveys are given to attendees to complete at the end of workshops. The feedback collected from these evaluations is reviewed to ensure participant satisfaction and to improve future workshops.

The new STAR room (in the Library, Room 212) has 12 new computers and a printer for faculty and staff. Technology trainings—including Standalone training from the Curriculum Committee, training with the program review interface from the Program Review and Effectiveness Committee, and training in the use of SharePoint from the Office of Institutional Effectiveness—are provided at workshops and committee meetings. The District has provided training on legal aspects of procurement and the new work order system, CMMS. Employees are, in general, satisfied with the amount and quality of training they have received in information technology. Individual academic departments hold seminars from various vendors for the use of web-based auxiliary learning resources.

Distance Education

Before teaching an online or hybrid class for the first time, faculty must meet proficiency standards as approved by the DE Committee and the Academic Senate. These standards require proficiency in the course management system, DE pedagogy training, and development of a course site. The DE Coordinator facilitates faculty training and support for Etudes and online pedagogy for DE courses. Individual faculty provide an orientation to students for their DE courses (III.C.4-8: Distance Education requirements for LMS training).

Technical Support

To ensure that the College provides effective technical support to faculty and staff, the College and District provided training and workshops for IT Department and AV staff. The IT Department and AV staff members also participate in trainings provided by vendors and attend off-campus conferences, workshops, and webinars to ensure they are familiar with the latest technologies and innovations (III.C.4-9: Department sponsored seminars from textbook vendors; III.C.4-10: Evidence of AV/Technology Training on Flex days).

Analysis and Evaluation

The College provides extensive technology support and training through numerous modalities to ensure that faculty, staff, students, and administrators have appropriate instruction and support through training that is customized to meet their needs. In addition, faculty have the opportunity to seek out training through the College's Professional Growth program.

Conclusion

The College meets the Standard.

Evidence

III.C.4-1: Sample Program Review technology training PD
III.C.4-2: Sample evaluation survey of workshop
III.C.4-3: Number of Faculty Using Technology
III.C.4-4: Information Technology link within LASC website
III.C.4-5: Online work order request through campus website
III.C.4-6: Professional development seminars
III.C.4-7: Library science courses
III.C.4-8: Distance Education requirements for LMS training
III.C.4-9: Department sponsored seminars from textbook vendors
III. C.4-10: Evidence of AV/Technology Training on Flex days

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

<u>**Evidence of Meeting the Standard**</u>

LASC has a number of policies and procedures that guide the appropriate use of technology at the campus. Some of these policies are established at the District while other policies are developed through the college committees, such as TPC, DE, and the Academic Senate (III.C.5-1: Board Rule – 28: Use of District and College Computing Facilities).

The Los Angeles Southwest College website provides a link to the Los Angeles Community College policy on the use of District and College computing facilities, which is published by the Chancellor's Office for Administrative Regulations. Upon successful login, every user has to view an excerpt of these policies. Each user must acknowledge and accept to abide by these regulations to obtain access into the system.

The LASC Technology Committee website provides a link to the Strategic Technology Plan which outlines the overall plan for technology support and resources for LASC (III.C.5-2: Los Angeles Southwest College, Strategic Technology Plan 2008 - 2011).

Active engagement between the student and the instructor in online classes must be documented. Providing faculty resources and faculty development is also important if an instructor intends to teach online. Being certified (in Etudes) to teach online is an example of the appropriate use of technology in the teaching and learning processes (III.C.5-3: Distance Education guidelines for students and faculty on the management and enrollment procedures for online courses).

<u>**Analysis and Evaluation**</u>

The College adheres to the established policies and regulations as passed by the governing board to ensure that the use of technology is appropriate in teaching and learning.

<u>**Conclusion**</u>

The College meets the Standard.

<u>**Evidence**</u>

III.C.5-1: Reference B-28 Use of District and College Computing Facilities
III.C.5-2: Los Angeles Southwest College, Strategic Technology Plan 2008 - 2011
III.C.5-3: Distance Education guidelines for students and faculty on the management and
            enrollment procedures for online courses.

III.D. Financial Resources

Planning

III.D.1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

<u>**Evidence of Meeting the Standard**</u>

The College is funded by a complex resource allocation model established through the Los Angeles Community College District Budget Committee (DBC), which is a district-wide participatory governance committee composed of the college presidents from all nine colleges, bargaining unit representatives, an academic senate liaison, a student representative and the District Office (III.D.1-12: DBC Charter Statement). The Los Angeles Community College District (LACCD) establishes goals and agrees on processes to allocate resources. The Los Angeles Southwest College president and the vice president of Administrative Services attend the DBC meetings.

Since the last self evaluation, the College has continued to exercise effective planning and annual prioritization of resources to ensure the best utilization of revenues to support educational needs and improvements. There are five primary sources of College funding:

- State funding via LACCD's annual allocation
- Funding earned by the college
- State funded Categorical Programs
- Grants awarded the College
- Enterprise activities

The College has been in a persistent budget deficit position for a number of years (III.D.1-2: LACCD 2015-2016 Final Budget Appendix F Schedule of College Debt Repayment page 18 of 18). In fact, a formal budget deficit reduction plan has been in place for the College since 2008. As a result, the campus has adopted a routine method for prioritizing and distributing limited resources in an effort to redirect funding to support and sustain student learning program and services. The effectiveness of the resource utilization of the College relies on an equitable and transparent resource allocation process.

An important process for determining sufficient and properly allocated resources is the annual Integrated College Operational Plan (ICOP). The Strategic Planning Committee (SPC) drafts the ICOP each year on the basis of the submitted annual plans from programs and departments through their program reviews and by the shared governance committees charged with college-wide planning. The SPC consults the College's 2014-

2020 Strategic Plan (I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan) and the LACCD's Strategic Plan (III.D.1-2: VISION 2007, Los Angeles Community College District Strategic Plan 2012-2017) in drafting the ICOP. After College wide review and comment, the College president approves the final ICOP for the coming year. The ICOP captures the goals and measurable objectives of the college, which are expected to be accomplished in the upcoming year.

Before drafting the coming year's budget, the Budget Committee reviews all resource requests from the divisions and prioritizes the results based on meeting the goals and objectives of the ICOP (III.D.1-3: Program Review webpage). The Budget Committee only considers requests that have arisen in the planning process as outlined in the *Participatory Decision Making and Integrated Planning Handbook* (III.D.1-4: Participatory Decision Making and Integrated Planning Handbook).

In the Budget Committee's Resource Allocation Prioritization document (III.D.1-5: LASC 2015-2016 Budget Allocation Request Prioritization Document), recommended projects are allocated resources in accordance with specific objectives that have been identified by the Strategic Planning Committee. All requests for additional resources must be identified during the department program review in order to be eligible for funding. Resource requests from program reviews are categorized as permanent staffing versus non-staffing requests and also whether it is an ongoing expenditure or a specific incremental one-time expenditure. The LASC Budget Committee prioritization process utilizes a scoring rubric to measure the merit of each resource request. Each department and division ranks its resource requests using the rubric as a guide. The committee works by consensus. After receiving feedback from the College Council, the Budget Committee forwards its recommendations to the College President for final approval. If the College President decides to depart from the Budget Committee's recommendations, she/he provides timely written explanation of the reasoning behind the decision.

LASC receives an allocation from the LACCD annually with adjustments made upward or downward during the year (III.D.1-6: LACCD Final 2015-2016 Budget, Appendix F, page 8a of 18; III.D.1-7- LACCD Final 2015-2016 Budget, Appendix F). The budget allocation model includes funds for administration, maintenance and operations, and a set aside budget for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds (III.D.1-8: LACCD Final 2015-2016 Budget Unrestricted General Fund by Sub-major Commitment Item, page 33; III.D.1-9: LACCD Final 2015-2016 Budget Restricted General Fund Appropriations, page 62-72; 78-80). While the College has operated in a budget deficit in excess of the currently reported eight years (III.D.1-2: LACCD 2015-2016 Final Budget APPENDIX F Schedule of College Debt Repayment page 18 of 18), the Budget Committee takes seriously the role of prioritization in a manner consistent with the Strategic Plan. Annually, Los Angeles Southwest College, the smallest college in LACCD, receives a preliminary budget allocation from the LACCD to support its annual operation costs which has been proven year over year to be insufficient to meet the ongoing non-salaried expense needs of the College. Frequently, the College is faced with delaying

payments for administrative services such as utilities, telephone, facility maintenance contracts, and service agreements in order to minimize the impact to student learning programs. This persistent cash flow shortage, which pushes payment to the succeeding year's budget, predictably delays the solution of the problem and can camouflage its significance to unknowledgeable members of the campus community. The College administration expects to minimize the impact in Fiscal 2015-2016 with additional funding received from the state for Cost-of-Living Adjustment (COLA), general operating expenses, student success, and institutional effectiveness, as well as incremental funds to hire additional full time faculty. The College does not expect to fully eradicate this cash shortage problem in the short term.

In addition to the LACCD funding allocation, the College supports critical student programs through various categorical programs, specially funded programs, grants, and enterprise units. Categorical programs and grants such as EOP&S, Student Equity, Basic Skills, Work Development, and CTE develop specific plans on use of funds to support pedagogy, student success and/or student learning (III.D.1-9: LACCD Final 2015-2016 Budget Restricted General Fund Appropriations, page 62-72; 78-80). The enterprise units are self-supporting entities, which develop their budgets in support of academic activities (III.D.1-15: LACCD Final 2015-2016 Other Funds, pages 97-117; III.D.1-16: Los Angles Southwest Budget Operation Plan FY 2015-2016, page entitled "Budget by Fund").

LASC has continued its efforts to provide a more inclusive and transparent budgeting process. The College president recently achieved her goal to provide campus constituents with a detailed review of a fully allocated budget by area of responsibility during the December 7th Budget Committee Meeting, which focused on full discussion and review of a fully allocated budget by area of responsibility (IIID.1-17: Dr. Alistaire Callender, Budget Committee Co-Chair's email dated December 6th; III.D.1-18: LASC Budget Committee Meeting December 7th Handouts). There are future plans to provide fully allocated budgets inclusive of line item details.

The LASC Budget Committee meetings are always open and the committee adheres to a standing meeting date of the first Thursday of each month (III.D.1-19: LASC Master Meeting Calendar 2015-2016). Staffing constraints in many areas prohibit regular attendance by many of the impacted constituents and, therefore, consistent and regular collaborative discussions that foster the creation of new ideas to solve fiscal problems are difficult to sustain.

Analysis and Evaluation

An integrated planning and resource allocation process that is modeled and supported by its main participatory governance bodies guides the College's financial planning and budgeting. The College follows an integrated planning cycle, which emphasizes the relationship between the College's various plans, documents the evaluation cycle for each plan, and specifies the timeline for revisions to the major planning documents. This process

provides a mechanism for the routine review of the mission, goals, values, and planning efforts of the College so that fiscal planning can be integrated into all College planning efforts. The annual financial plan takes into account all of the variables established using the annual program reviews and incorporates this information into the budget development process. LACCD continues to work with the College in the management of the deficit reduction plan to ensure financial stability.

The College, through its integrated planning process, ensures that available resources are directed to support student learning programs and to support services that are designed to improve student outcomes and institutional effectiveness. The College demonstrates sound financial planning and execution every year through meeting its enrollment targets. The LACCD allocation formula distributes resources based on enrollment and funding for key areas of the institution including maintenance and operations. Using the allocation received from the District office and the College's carry forward balance, funding is available to ensure that enrollment growth targets are met.

The College has made positive strides towards effective allocation of resources through its program review process. This process is continuously improving as suggestions are incorporated annually based on a yearly evaluation of the program review and resource allocation process. The College has demonstrated that establishing priorities to assure positive outcomes for students and the continued financial viability of the College is a sound practice. The systematic development of the annual ICOP and Resource Allocation Prioritization assures that LASC collects fiscal requests campus wide and prioritizes in a fair manner. In the current budget climate, addressing staffing needs is a necessary focus.

LASC's Strategic Plan guides funding priorities. It is updated according to a six-year strategic planning process, making revisions to previous priorities and recommendations. In Fall 2014, the campus approved and began implementing its new 2014-2020 Strategic Plan with student success as the primary focus.

Conclusion

The College meets the Standard.

Evidence

III.D.1-1: III.D.1-1 LACCD 2015-2016 Final Budget APPENDIX F Schedule of College
       Debt Repayment page 18 of 18
III.D.1-2: III.D.1-2: VISION 2007, Los Angeles Community College District Strategic Plan
       2012-2017
III.D.1-3: III.D.1-3-Program Review webpage:
III.D.1-4: Participatory Decision Making and Integrated Planning Handbook
III.D.1-5: LASC 2015-2016 Budget Allocation Request Prioritization Document
III.D.1-6: LACCD Final 2015-2016 Budget, Appendix F, page 8a of 18

III.D.1-7: LACCD Final 2015-2016 Budget, Appendix F
III.D.1-8: LACCD Final 2015-2016 Budget Unrestricted General Fund by Sub-major
      Commitment Item, page 33
III.D.1-9: LACCD Final 2015-2016 Budget Restricted General Fund Appropriations, page
      62-72; 78-80
III.D.1-10: LASC Unrestricted General Fund – Annual Open Orders and Ending Balances
III.D.1-11: Los Angeles Southwest College Enrollment Reports
III.D.1-12: DBC Charter Statement
III.D.1-13: LACCD Final 2015-2016 Budget
III.D.1-14: LACCD Final 2015-2016 Budget, Appendix F
III.D.1-15- LACCD Final 2015-2016 Other Funds, pages 97-117
III.D.1-16: Los Angles Southwest Budget Operation Plan FY 2015-2016, page entitled
      "Budget by Fund"
III.D.1-17: Dr. Alistaire Callender, Budget Committed Co Chair's email dated December 6th
III.D.1-18: LASC Budget Committee Meeting December 7th Handouts
III.D.1-19: LASC Master Meeting Calendar 2015-2016

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

From mid-2014 through February 2015, a group of faculty, staff, administrators, and students examined LASC's mission and vision for the future. To ensure focus on the same goals, the College decided to revise its mission statement. The College Council, Academic Senate, and the LACCD Board of Trustees approved this revision (III.D.2-1: LACCD Board of Trustee Approval).

Los Angeles Southwest College's Mission Statement now reads:

"In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders."

The institution relies upon its mission and goals as the foundation for financial planning. The mission forms the foundation for the five strategic goals as outlined in the 2014-2020 Los Angeles Southwest College Strategic Plan (I.A.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan). The strategic goals, guided by the College's mission, inform the financial planning process. Each year during program review, as explained in the Accreditation Mid-Term Report 2015 (III.D.2-3: LASC Accreditation Mid-Term Report 2015, pages 7-8), programs and departments analyze data specific information for each goal,

identify areas of continuous improvement and then set objectives that will lead to the accomplishment of the identified goal (III.D.2-4: 2014-2015 Instructional Program Review). Resource requests are captured and identified during the budgetary approval process and make their way back to the program or department budget through the College's commitment to a participatory decision making and integrated planning process (III.D.1-4: LASC Participatory Decision Making & Integrated Planning Handbook). The LASC process for informing the College community would benefit from an increased effort to routinely report the monthly projection of FTES and expenditures versus budget. LASC's administration meets with LACCD staff to review FTES projections and budget allocation on a quarterly basis. A more frequent and consistent review with the college community would demonstrate a commitment to more transparent fiscal practices and accountability. Standard, routine fiscal reporting typically yields increased confidence in reported projections and over time provides a foundation for fact-based financial decision making (III.D.2-5: LASC Monthly Financial Projection). College administrators and managers track current budget information via the SAP system. Salary Distribution Reports are key budgetary reports as salary and benefits are typically close to 100 percent of LASC's unrestricted revenues. This is compared to an average 78 percent District wide.

Analysis and Evaluation

The College mission informs the program review process, which in turn becomes the basis of underlying assumptions for the financial planning and the allocation of resources each year. Programs and departments link goals and planning directly to the College mission and the connection with the College mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College continuously strives for increased transparency in its budgeting processes. LASC makes information available and reports and reviews its financial condition quarterly to the College and the District. Communication related to planning and budgeting occurs on a monthly basis with budget issues and decisions detailed in order to keep the campus informed. LASC takes the accountability for the management of its budget seriously, and, as a result, meets it enrollment targets annually and keeps the issues surrounding the challenges of managing the reduction of its budget deficit in the forefront of its conversations with the DBC and the Board of Trustees.

Conclusion

The College meets the Standard.

<u>**Evidence**</u>

III.D.1-4: LASC Participatory Decision Making & Integrated Planning Handbook
III.D.2-1: LACCD Board of Trustee Approval.
III.D.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan
III.D.2-3: LASC Accreditation Mid-Term Report 2015
III.D.2-4: 2014-2015 Instructional Program Review
III.D.2-5: LASC Monthly Financial Projection, District Email

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

<u>**Evidence of Meeting the Standard**</u>

Board Rule (BR) Chapter VII, Article VI defines the overall structure for the continuous financial planning and budget development process of LASC (III.D.3-1: Board Rule VII.VI). Annually, a financial planning calendar is prepared by the Los Angeles Community College District (LACCD) Budget Office and vetted through the District wide Budget Committee (DBC). Budget development typically begins in early October of each year after the Board of Trustees (BOT) adopts the budget development calendar, which defines the key financial and budget planning activities through the year (III.D.3-2: Board of Trustee Meeting Minutes; III.D.3-3: LACCD Budget Development Calendar), such as enrollment growth targets, full time faculty obligations and hiring targets, proposed cost of living adjustments, and maintenance of the District reserve (III.D.3-4: DBC handouts showing assumptions).

The LASC Budget Committee, a subcommittee to the College Council, follows a defined process and is responsible for facilitating the annual budget process on campus and provides input into the development of the Integrated College Operating Plan. It is the participatory governance committee that vets the College's annual budget and operation plan. The process is documented the Los Angeles Southwest College Participatory Decision Making and Integrated Planning Handbook (III.D.1-4: LASC Participatory Decision Making and Integrated Planning Handbook). All College constituencies have the opportunity to participate in the planning activities of the institution. The Budget Committee (BC) meets monthly. Agendas and minutes are memorialized on the College website (III.D.3-6: LASC Budget Committee Webpage). The College resource allocation process typically begins in December (III.D.3-7: LASC Participatory Decision Making and Integrated Planning Handbook, Appendix C). Based on resources identified in Program reviews, the budget committee establishes a prioritized list of resource requests, which allows all College constituencies to have appropriate opportunities to participate in the development of an institutional plan and budget. The prioritized listing is posted on the Budget Committee webpage (III.D.3-6: LASC Budget Committee Webpage).

In December of each year, the College provides the initial projected dedicated revenue to the District budget office. This represents funds, which will be earned by the College outside of student fees, the College bookstore, and other funds (III.D.3-8: Dedicated revenue projection). In January of each year, the LACCD budget calendar and instructions are distributed to the colleges. The instructions for planning the budget are comprehensive and cover the College's restricted and unrestricted programs (III.D.3-9: Budget Operation Plan Instructions). After the Governor's State Budget Proposal is released in mid-January, the College receives the distributed preliminary allocation, after which the College begins to work with constituencies to develop the College operational plan (III.D.3-10: Budget Allocation Memo). Through a series of reiterative reviews, a tentative budget is submitted to the Board of Trustees for adoption, allowing for public comment. The 2016-2017 Budget will be developed utilizing a new District wide budget preparatory system. Selective LASC staff members are in the process of being trained for the roll out in January 2015.

Analysis and Evaluation

The LACCD budget calendar and instructions are distributed to the colleges and are available to the Budget Committee annually. The three stages of the budget (preliminary, tentative, and final) are presented and discussed extensively in senior staff, College Council, Academic Senate, and Budget Committee meetings. The College follows the financial planning and budgeting model and calendar defined by the LACCD. The College's *Participatory Decision Making and Integrated Planning Handbook* provides the guideline and protocols to best ensure a transparent process for decision making.

All College constituencies have the opportunity to participate in planning activities through the program review process, which guides the College's financial planning and budget development, including prioritizing resource requests. The College recognizes the opportunity to improve the budget process by increasing the participant rate.

Conclusion

The College meets the Standard.

Evidence

III.D.1-4: LASC Participatory Decision Making and Integrated Planning Handbook
III.D.3-1: Board Rule VII.VI
III.D.3-2: Board of Trustee Meeting Minutes
III.D.3-3: Budget Development Calendar
III.D.3-4: DBC handouts showing assumptions
III.D.3-6: LASC Budget Committee Webpage
III.D.3-7: LASC Participatory Decision Making and Integrated Planning Handbook,
          Appendix C
III.D.3-8: LASC Dedicated revenue projection

III.D.3-9: Budget Operation Plan Instructions
III.D.3-10: Budget Allocation Memo

Fiscal Responsibility and Stability

III.D.4. **Institutional planning reflects a realistic assessment of financial resource availability development of financial resources, partnerships, and expenditure requirements.**

<u>**Evidence of Meeting the Standard**</u>

LASC's institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College determines its annual budget by emphasizing accomplishment of the goals and objectives outlined in the Strategic Plan. The process of achieving these goals is in turn operationalized in a manner that aligns with institution's mission. The budget committee follows the process established in the previously referenced LASC Participatory Decision Making and Integrated Planning Handbook and makes recommendations to the president in order to create a tentative college budget. Committees record all fiscal planning and budget actions and post them on the College website.

As the fiscal year progresses, the College tracks spending and adjusts its budget accordingly. The College submits monthly budget reports to the District on a continuous basis. Quarterly, the College president and vice-presidents meet with the District chief financial officer and other budget officials to provide a thorough budget update. These reports include the percentage of budget remaining for each account, FTES projections, as well as summarized allocations. The College president meets with the Strategic Planning and Budget Committees, Academic Senate, and College Council to provide current budget information and discuss annual planning. Individuals involved in institutional planning receive updated budget information such as monthly budget reports, allocations, and current status of FTES for anticipated fiscal commitments. Administrators and managers track current budget information via the SAP system and Salary Distribution Reports. As previously stated, more frequent and consistent review by the College community would demonstrate the College's commitment to sound financial practices, transparency, and accountability. Standard routine fiscal reporting typically yields confidence in the reported projections and produces transparent fiscal decisions.

The District adjusts staffing and productivity goals every semester based on prior term results and other changes in conditions. Typically, any deficit identified after the first quarter is significantly reduced by the end of the fiscal year through a process of continuous review and prioritization of expenditures. For fiscal year 2015-16, the final budget is $26,192,583 (III.D.4-1: LACCD 2015-2016 Final Budget, page

91). At the time of this writing, LASC budget projections for the fiscal year 2015-16 indicate the College requires $28,135,576 to cover its general expenditures. This indicates a projected 2015-2015 final budgeted deficit of about $1,942,993 if present estimates hold true. As previously mentioned, the College has reported a deficit position at fiscal year end consistently over the past several years.

Each year at the fall mandatory Flex Day, the College president addresses the campus community with her "State of the College" and calls upon the community to help address the College's challenges and contribute to their solution through more active participation (III.D.4-2: Los Angeles Southwest College Flex Day Agenda). As the year progresses, the president can elect to hold College wide meetings to present financial planning and budget issues to the campus community.

Analysis and Evaluation

Even though the *Participatory Decision Making and Integrated Planning Handbook* defines processes for participatory governance and inclusion of all constituencies in decision making regarding budget development, a recent Campus Climate Survey indicated that not all respondents agreed that the College guidelines and process for budget development are clearly communicated. The College community has acknowledged a need for more transparency. The College president has begun to address that need by directing the distribution of a fully allocated budget for campus review by area of responsibility.

The College's Strategic Plan integrates the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan. The Vice President of Administrative Services co-chairs the campus Budget Committee along with Academic Senate President, and both are committed to following the mandate to involve more staff and faculty, including members of the Academic Senate, AFT faculty, AFT SEIU, trade and craft.

The College continues to search for methods to increase the fiscal knowledge of the campus constituencies as well as increase staff and faculty participation in the campus budget development process. The budget committee, under the leadership of the Vice President of Administrative Services and Academic Senate President, is in the process of developing a consistent strategy for sharing budget related information campus wide. For example, the program review process includes an online program data sharing process that is posted in real time for all to review, which in turn results in informed participants, which allows for more engaging discussions regarding budget planning and resource allocations that are aligned with the College's mission.

Conclusion

The College meets the Standard.

Evidence

III.D.4-1: LACCD 2015-2016 Final Budget, page 9
III.D.4-2: Los Angeles Southwest College Flex Day Agenda

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The Los Angeles Community College District contracts with an accounting firm to conduct annual audits of College financial statements each fall, and its department of Internal Audits conducts internal audits of colleges as well. The College has not received any financial statement audits that have resulted in major negative findings. The College responds if there is an audit exception, complying with the District audit process. The DBC submits all audit reports and responses to the District board for approval. The Internal Audit Department reviews time reporting and posting to the payroll in SAP to verify compliance with board policy. Review findings are presented to the College, and the College addresses any non-compliant findings with a corrective action plan. Afterward, the audit is given to the District Finance and Audit Committee (III.D.5-1: District Standard III.D.5 Response).

Los Angeles Southwest College has responded with corrective actions plans in response to external audit findings received in Fiscal 2011- 2012 (III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein) and Fiscal 2013 -2014 (III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein). There were no reporting external audit findings in the 2014 report. Corrective actions have been implanted in response to internal audit findings for Cash Control in June 2013 (III.D.5-4: Los Angeles Southwest Cash Control Audit), Associated Student Organization January 2015 (III.D.5-5: Los Angeles Southwest ASO Audit), and Procurement internal audit in June 2015 (III.D.5-6: Los Angeles Southwest Procurement Audit). Currently underway is an internal audit of the Child Development Center. The College adheres to the District Accounting and Business Office Policy and Procedure Manual and develops internal procures and documents that are in accord with the manual (III.D.5-7: District Accounting and Business Office Policy and Procedure Manual).

Analysis and Evaluation

LASC has participated in and responded fully to all relevant audit discussions, identified needed corrections, and is in the process of fulfilling the necessary requirements to be in compliance. Corrective actions include but are not limited to staffing changes, including the hire of Senior Accountant and Business Office Supervisor as well as the hire of a Financial Aid Supervisor. Required Procurement Training for all relevant staff and authorizing department managers has been conducted. Administrative staff conducted fiscal management training for ASO and Auxiliary Executive Board and Advisors regarding fiscal policies and procedures and relevant Administrative Regulations. Staffing changes are also planned for the LASC Bookstore that will increase the operational capacity and oversight of the processing of vendor obligations. Los Angeles Southwest College Business Office staff are also actively participating in the redesign and updating of the District Accounting and Business Office Policy and Procedure Manual.

Conclusion

The College meets the Standard.

Evidence

III.D.5-1: District Standard III.D.5 Response
III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with
　　　　　Independent Auditors Report Therein
III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with
　　　　　Independent Auditors Report Therein
III.D.5-4: Los Angeles Southwest Cash Control Audit
III.D.5-5: Los Angeles Southwest ASO Audit
III.D.5-6: Los Angeles Southwest Procurement Audit
III.D.5-7: District Accounting and Business Office Policy and Procedure Manual

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Los Angeles Southwest College's budget process is data-driven. The Budget Committee uses a wide array of financial information to influence its decision-making process. The Vice President of Administrative Services presents the committee with information on available funds, ongoing expenditures, and department-level budget information at each of its monthly meetings. Minutes and

data from these meetings are available to the College through the College (III.D.6-1: LASC Budget Committee Webpage) and District (III.D.6-2: LACCD Budget Committee Webpage) websites. Representatives from all campus constituent groups who attend the budget committee meetings are also responsible for sharing information campus wide.

The Final Budget of 2015-2016 provides the assumptions on which financial allocations are made for both the District and all its colleges, including supporting data. The district website provides current budget information for each campus, including appropriations, expenditures, and encumbrances (III.D.6-3: LACCD Budget Office).

The District reviews FTES projections with the campus administrators quarterly to inform the enrollment management and budget planning process. This information is passed on to the College as a whole through various channels of communication that are selected by the President. Business Warehouse and SAP financial software deployed by the District provide reports on tracked expenditures, encumbrances, and balances as needed. These reports can be viewed by managers/department heads, the business services office, and the administrative analysts.

To help the campus community keep abreast of fiscal planning, the LASC website provides budget information, including strategic planning data, multi-year budget analysis, deficit planning, financial review, the response from the DBC-FTES growth over-cap, spending, mid-year reduction plans, and budget committee agendas (III.D.6-4: LASC Budget Data).

Analysis and Evaluation

The most recent LASC Campus Climate Survey shows that most employees feel they had the opportunity and information needed to participate in the development of the College budget. With the amount of data available on the College website, this may suggest that some faculty, staff and administrators either lack the background to evaluate the data or are not motivated to engage the process. Training continues to be the primary method of engaging participants. Meetings such as the Academic Senate and Student Services might help more people understand and participate in budget development. Actions that seem to have help staff and faculty feel more connected to the process have included keeping the College website up-to-date throughout the budget cycle and emphasizing the links between strategic planning, program review, and budget. The annual program review process has been actively utilized since 2011 and has continuously been improved with the objective to help develop a better understanding of the campus wide budget process since it is directly linked to planning.

In addition to the above, administration plans to hold semi-annual budget development workshops to engage the Budget Committee, Academic Senate, Academic Affairs personnel, and the general College community in the practical aspects of the entire budget process from revenue generating (FTES) to developing the final College budget. Additionally, there is an ongoing commitment to increase the transparency in the reported numbers.

Conclusion

The College meets the Standard.

Evidence

III.D.6-1: LASC Budget Committee Webpage
III.D.6-2: LACCD Budget Committee Webpage
III.D.6-3: LACCD Budget Office
III.D.6-4: LASC Budget Data

III.D.7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

LACCD undergoes an external audit annually, with the College receiving from the District office the list of any audit findings for the College to prepare the corrective action plan (III.D.7-1: LACCD Response to Standard III.D.7). As described in Standard III.D.5, the College received external audit findings in 2012 and 2013 and has taken the necessary corrective actions. The College responds comprehensively and timely. The President, through comprehensive discussions with her administrative team, communicates findings and corrective action plans. While the Vice President of Administrative Services has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January BC meeting.

Analysis and Evaluation

The College received several (not material) audit findings from external auditors in 2012 and 2013. External audit reports are available on the College website. In order to disseminate the audit findings to the wider campus community, beginning in 2016, the plans are to report audit findings to the BC every year in January. This information will become a part of the formal report from BC to College Council each February. Meeting minutes and supporting documents are posted on the BC website.

Conclusion

The College meets the Standard.

Evidence

III.D.7-1: LACCD Response to Standard III.D.7

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Los Angeles Southwest College and the District have a number of controls in place to ensure the effective oversight of finances, including internal and external audits to evaluate financial management systems. The District Office of Internal Audits conducts annual budget audits and audits of specially funded programs. To ensure integrity of the financial systems, external audits are done annually. Based in part on these audits, the College continually makes improvements. Since the last self evaluation, the Community Services program reported a deficit in Fiscal 2013-2014 and is yet to be refunded. The bookstore operations incurred a significant deficit in Fiscal 2013-2014. The LASC Bookstore addressed these deficiencies and recorded a positive fund balance in Fiscal 2014-2015 of approximately $36K while managing to cover over $50K of prior year expenses. There was no reported exposure of obsolete inventory (III.D.8-1: LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015). An operational review has been completed, and bookstore operations District wide are being reviewed for alternative business models to address the changing dynamics of the bookstore online marketplace that has changed the industry.

At the District level, the Accounting Office assigns Grants and Contracts staff to review and report on categorical and grant funding. The District chief financial officer reviews all expenditures to ensure compliance with District regulations.

At the College, deans who have access to financial information such as expenditure reports, cost distribution, and salary reports on the SAP system are assigned to oversee contracts and budgets. This helps them monitor contract budgets and ensure compliance.

At the beginning of each month, Specially Funded Program (SFP) Managers receive a Salary Distribution Report (SDR) to review all posted salaries and benefits for the previous month. This allows managers to ensure salaries and benefits are posted to correct fund centers. This report becomes a basis for developing monthly budget reports. All specially funded programs at LASC, such as EOP&S, CalWORKs, and TRIO, are required to submit periodic budgets to their respective

vice president, the College president, or a designee. These reports detail expenditures, posted salaries and benefits, and budget balances. In these reports program managers assess spending patterns and ensure budgets are not overdrawn during the fiscal year. They ensure funds are spent appropriately and overruns are not incurred by general funds. SFPs are audited once a year by either the District office or by a subcontracted audit firm (III.D.8-2 EOPS Internal Audit; III.D.8-3: CalWORKs/GAIN Internal Audit). The LASC Foundation reports to the president monthly. It utilizes the services of an accounting firm to conduct external audits to ensure compliance to LACCD regulations. A recent audit found no material findings (III.D.8-4: LASC Foundation External Audit).

Analysis and Evaluation

The president conducts an annual compliance review of all procedures and policies of the LASC Foundation. If any are not in compliance with the Education Code, District policies, rules and regulations, College policies, the organization's articles of incorporation, or by-laws and written agreement with the College, the president makes recommendations about them to the auxiliary organization.

Conclusion

The College meets the Standard.

Evidence

III.D.8-1-LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015
III.D.8-2 EOPS Internal Audit
III.D.8-3 CalWORKs/GAIN Internal Audit
III.D.8-4-LASC Foundation External Audit

III.D.9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

LACCD is in a very strong cash position. Sufficient cash flows and reserves exist to maintain stability to cover any potential risks. The LACCD maintains two separate reserves: the general reserve, 6.5 percent, and the contingency reserve of at least 3.5 percent. In addition, there are reserves for deferred maintenance and centralized accounts, such as legal expenses and workers' compensation, to name a few. The District is in a good position to implement contingency plans to meet financial emergencies and unforeseen occurrences (III.D.9-1: LACCD Response to Standard III.D.9).

Analysis and Evaluation

District policies are set to maintain at least 10 percent in reserves each year. Adequate budgets are established in a centralized fund by the District to manage risk. The District, and therefore the College, is well positioned to meet financial emergencies and unforeseen occurrences. In addition, the College has demonstrated that in times of fiscal constraint, the College community comes together to determine budget reductions. The processes are transparent and open for all to participate.

Conclusion

The College meets the Standard.

Evidence

III.D.9-1: LACCD Response to Standard III.D.9

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Both the college and the District have policies, procedures, and practices to manage financial aid (III.D.10-1: LACCD Policies and Procedures for Managing Financial Aid). The College financial aid has received external audit findings since 2012 and corrective actions have been implemented to correct the identified area of concern. The College and the District have staff dedicated to providing the oversight of grants that provides necessary checks and balances to better ensure compliance. The College and the LACCD have staff members who provide effective distribution and oversight of externally funded programs and District Contract and Legal departments to ensure effective practices (III.D.10-1: LACCD Organization Chart of Staff in Contracts). The College and the Foundation are responsible for providing oversight of Foundation practices and finances. Internal audits (III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013; III.D.10-3: Los Angeles Southwest ASO Audit, January 2015; III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015) revealed some weaknesses that have been addressed in the area of cash control and purchasing. Those weaknesses are being addressed.

Los Angeles Southwest College enters into a variety of contracts appropriate to its mission and goals, including contract education, grant agreements, construction services, MOUs, and rental agreements. All contracts require Board of Trustee approval. The District Contract Office reviews all contracts before execution. Depending on the nature of the agreement, other District offices may be involved in the review, such as Accounting, the Personnel Commission, Human Resources, and

General Counsel. Only the College president or vice president of Administrative Services is authorized to sign contracts and agreements. These mechanisms prevent the College from obligating the District in a way that is inconsistent with its mission and goals.

Analysis and Evaluation

All current grants and contracts are directly aligned with the College's mission and strictly follow LACCD policies. The College addresses all external and internal audit findings and puts corrective action plans in place to address these needs.

The Vice President of Administrative Services reviews the status of all funds on a quarterly basis and reports any concerns to the area vice president. This report had been an informal report among the vice presidents. A more formal quarterly report of all funds to the Executive Team would improve everyone's oversight of the College finances.

Conclusion

The College meets the Standard.

Evidence

III.D.10-1: LACCD Organization Chart of Staff in Contracts
III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013
III.D.10-3: Los Angeles Southwest ASO Audit, January 2015
III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015

Liabilities

III.D.11. **The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations**

Evidence of Meeting the Standard

The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the District's audit report for the fiscal year ended June 30, 2014 (III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations).

As of June 30, 2014, the District's total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014, the District's working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M) (III.D.11-2: LACCD Fiscal Audit Report June 30, 2014: Net Financial Position); (III.D.11-3: LACCD District Response to Standard III.D.11).

The planning processes delineated in the Strategic Planning Handbook drive LASC's budget. The budget planning process guides the Budget Committee through the College's spending prioritization.

As the fiscal year progresses, College administrators and managers monitor short-term spending and alter budgets accordingly. The information collected throughout the year provides necessary background for future adjustments. The College's most recent evaluation of its budgeting processes led to restructuring the College's Budget Committee to ensure input from the various campus constituency groups. Additionally, there have been lengthy discussions with the District Budget Committee (DBC) and other District leaders to review the District's funding model and the effect that the current model has on colleges' ability to provide comprehensive services and instruction and conclude with a balanced budget. The use of ending balances, assessments for District office operations, the College deficit repayment policy, and funding differential growth continue to be areas of discussion regarding LASC's budget. LASC's recent budget self-evaluation provides data in support of these continuing discussions (III.D.11-4: LASC Budget Self-Evaluation Fiscal 2015-2016).

Analysis and Evaluation

LASC is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. The District's non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District, such as compensated absences, general liability workers' compensation, and other postretirement employee benefits.

The annual audits aid the College in finding ways of making improvements in its budgeting, commitment, and spending processes and practices. This is illustrated most recently in the ways in which the College has restructured its Business Office and Bookstore in a manner that promotes putting effective controls in place without restricting flexibility to service the campus community (III.D.11-5: LASC Internal Audit Corrective Action Plans).

Even in the absence of sufficient funds, planning committees across campus develop plans to maintain the integrity of LASC's academic and student services programs, while maintaining a healthy and safe learning environment. Student success is at the heart of the planning and budget processes. Therefore, the College and the District will continue to work together to fashion a realistic future budget plan that will enable the College to better meet the needs of its students and improve student learning.

Conclusion

The College meets the Standard.

Evidence

III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations
III.D.11-2: LACCD Fiscal Audit Report June 30, 2014: Net Financial Position
III.D.11-3: LACCD District Response to Standard III.D.11
III.D.11-4: LASC Budget Self-Evaluation Fiscal 2015-2016
III.D.11-5: LASC Internal Audit Corrective Action Plans

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The OPEB planned obligations for the District is based on negotiated contracts with the various bargaining units of the LACCD. The contribution requirements are established and may be amended by the District and the District's bargaining units. The District follows the reporting requirements of GASB Statement No. 45, "Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions."

The OPEB is managed at the District level and the evidence of meeting this standard is fully explained in the District Standard III.D.12 response (III.D.12-1: District Standard III.D.12 response).

Analysis and Evaluation

The College meets this Standard.

Evidence

III.D.12-1: District Standard III.D.12 response

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. (III.D.13-1- District Standard III.D.13 response)

Evidence of Meeting the Standard

The College meets this standard. There are no LASC debt instruments. LACCD does not have locally incurred debt instruments.

Analysis and Evaluation Evidence

Not applicable

Evidence

III.D.13-1: District Standard III.D.13 response

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College works diligently to maintain and renew its current grants and contracts (III.D.14-1: LACCD 2015-2016 Final Budget, Restricted General Fund Appropriations, page 62 and Los Angeles Southwest College Restricted General Fund Programs, pages 78-80). SFP Program managers maintain the name of contract, funding amount, description, and award date. The process for grant solicitation ensures that all grants promote the mission and goals of the College. Chairs, managers, and deans review all potential grants before being presented to their respective vice presidents. All grants are reviewed and final decisions are made with the College president.

Contractual agreements align with the College's mission: **"**In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders."

Analysis and Evaluation

There have been cases of delays in program startups, which impacted the College's ability to fully expend all granted funds. Internal audits resulted in some areas of weaknesses being identified and corrective action plans are always quickly implemented to address any deficiencies.

Conclusion

The College meets the Standard.

Evidence

III.D.14-1: LACCD 2015-2016 Final Budget, Restricted General Fund Appropriations, page 62 and Los Angeles Southwest College Restricted General Fund Programs, pages 78-80

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District is subject to annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District's major federal programs including Title IV programs. For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement.

The student loan debt of LASC students has reached a default level that is below standard. As a result, the College has prioritized efforts to assist in improving the percentage of students repaying their loans.

Analysis and Evaluation

LASC monitors and manages all of its funds with integrity, as evidenced by the external audits having no audit findings for LASC in the past two years.

Conclusion

The College meets the Standard.

Evidence

III.D.15-1-LACCD OMB A-133 Compliance Audit

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The Vice President of Administrative Services (VPAS) signs off on all contract requests after careful review to ensure all contracts are consistent with LASC's mission and goals (III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services Policy Statement). The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract and LASC has plans to hire a purchasing aide in Administrative Services to ensure all BOT Rules and District procedures and College processes are followed (III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days). The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services, and operations from the initial contract request to final contract approval (III.D.16-3-LASC: One Page from Procurement Training August 2015).

Analysis and Evaluation

A review of every contract that is requested is performed by the Vice President Administrative Services before it is approved. This ensures that all contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College and also protects the interests of the College and the District.

Conclusion

The College meets the Standard.

Evidence

III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services Policy
       Statement
III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days
III.D.16-3: LASC One Page from Procurement Training August 2015

STANDARD IV

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

<u>Evidence of Meeting the Standard</u>

Administrators, Faculty, Staff and Students Improve Practices

The College shared governance process includes students, faculty, staff, and administration that perform an essential role in ensuring the institution meets goals and continuously improves quality.

- Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process. The Institution's commitment to shared governance is evident in the spring 2015 approval of revisions to the *Participatory Decision-Making and Integrated Planning Handbook* (IV.A.1-1: Participatory Decision-Making and Integrated Planning Handbook).
- Los Angeles Southwest College has developed systematic participative processes to provide the opportunity for all individuals on campus to have their ideas represented in the decision-making process. There are three primary pathways that invite staff, faculty, administrators, and students to participate in institutional decision-making to improving college practices, programs and services.

- Administrative Structure and Processes: The operations of the college are implemented within established policies and procedures facilitated by management staff
- Constituent Groups: Collective bargaining units assure representation and participation of their members
- Committee System: Governance roles are allotted for various constituent groups to review and recommend policies, practices, and programs. Refer to Standard I.B.1 for additional details on the college's committee system.

- Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.
- Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement (IV.A.1-2: Campus Climate Survey and Student Survey). In addition, student service programs administer Point-of-Service-Surveys every semester to gather student feedback on how to improve services (IV.A.1-3: Point of Service Surveys).

Analysis and Evaluation

The College's shared governance process encourages students, staff, faculty and administrators to participate in campus leadership. Each stakeholder group is represented on college councils, committees and taskforces as delineated by the direction of that committee or council (IV.A.1-4: College Committee Membership requirements).

Through involvement in the Administrative Structure and Processes, constituencies affect college operations and ensure implementation is within established policies and procedures, facilitated by management staff. Additionally, involvement of the aforementioned constituent groups assures representation and participation of their members in institutional decision-making. Lastly, the committee system provides various constituencies the opportunity to review and recommend policies, regulations, and processes that affect all aspects of the college community.

LASC'S PARTICIPATORY GOVERNANCE SYSTEM

The Standing Committees that make up LASC's Participatory Governance System are shown below. Standing Committees bring together members of the various college constituencies, and participate in the decision-making process within the scope of their committee charge. To learn how college governance groups are defined, see Appendix B on page 37. Appendix C on page 38 contains information about the charge and membership of each committee.

College Council, which has representation from all campus constituencies and collective bargaining units, is the central governing body at the College. It receives regular reports from the College president and each college committee. In addition to the standing reports, any constituent may place items on the agenda for discussion. It is only after open dialogue has taken place between institutional leaders, faculty, staff, and students that College Council makes recommendations to the president.

Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.

In addition to the aforementioned opportunities to participate in campus decision-making, Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement. In addition, student service programs administer Point-of-Service Surveys every semester to gather student feedback on how to improve services. Collectively, this data is analyzed and contributes to the direction of campus decision-making. Though systems are in place to solicit feedback from various campus constituencies, participation among students, classified staff, and faculty in the college committee system is low.

In an effort to keep constituencies abreast of institutional performance, reports are updated annually and shared during the annual strategic planning retreat. This information is also available for review through the user-friendly college website from the Office of Institutional Effectiveness (OIE). The College president and the various college committees regularly

request data on institutional performance from the OIE. Requests for data are also available for faculty, staff, administrators, and students. Furthermore, data on institutional performance is available online providing a level of transparency, as this information is available to all campus constituencies for review.

Conclusion

The College meets the Standard. Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process.

Evidence

IV.A.1-1: Participatory Decision-Making and Integrated Planning Handbook
IV.A.1-2: Campus Climate Survey and Student Survey
IV.A.1-3: Point of Service Surveys
IV.A.1-4: College Committee Membership requirements

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Establishes and Implements Policy and Procedures

LASC has established policies and procedures for governance, per California's Education Code, that specify the roles and responsibilities for governance of California's Community Colleges.

- The shared governance work of the College is accomplished through membership in all college committees, and each committee consists of at least one member from each constituency group and represents administrators, faculty, and staff who are in unions as well as unrepresented classified managers (IV.A.2-1: College Committee Membership Rosters).
- The ASO appoints a student to each committee who reports back to the ASO, giving the students a voice in governance on campus (IV.A.2-2: ASO College Committee Membership).
- LASC, through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current "Participatory Decision Making and Integrated Planning Handbook," describes the participatory roles of administrators, faculty, staff,

and students as it relates to the decision-making process via the description of the various "constituency groups" on campus.

- As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts, which require committee participation and voting rights in those committees, giving each group a voice (IV.A.2-3: Faculty Union Contract and IV.A.2-4: Classified Union Contract).

Analysis and Evaluation

LASC has established policies and procedures for governance per California's Education Code that specify the roles and responsibilities for governance of California's Community Colleges. To this end, LASC, through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current "Participatory Decision Making and Integrated Planning Handbook," describes the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making process via the description of the various "constituency groups" on campus. The shared governance work of the College is accomplished through membership on all College committees which consists of at least one member from each constituency group and represents administrators; faculty and staff who are in unions as well as unrepresented classified managers. Each committee meets monthly with a published agenda and minutes that include attendance (IV.A.2-5: LASC Committee Meeting Master Calendar). Also, each committee updates the "Committee Operational Agreement" and the "Shared Governance Committee Annual Self Evaluation Form" and sends the reports to the Strategic Planning Committee (SPC) (IV.A.2-6: Committee Operational Agreement and Shared Governance Committee Annual Self Evaluation Form). These reports track meeting members and attendance, as well as document objectives which were to be addressed that academic year with a report on the progress of those objectives and recommendations for improvement of the committee's processes.

As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts, which require committee participation and voting rights in those committees giving each group a voice. The ASO appoints a student to each committee who reports back to the ASO giving the students a voice in governance on campus. The following collective bargaining units participate in institutional decision making at LASC.

AFT: Every full-time monthly rate faculty member shall serve on at least one departmental, college, or District wide committee or equivalent. Adjunct faculty are eligible to serve on department and college wide committees.

Deans: The Union Representative or his/her designee at each college shall be granted a voting seat and shall represent the Unit on the shared governance council.

Classified *AFT:* Shared Governance: The set of practices under which District/College employees participate in decisions about the operation of their institutions. The District/Colleges are committed to, and encourage, full participation from Clerical Technical Unit employees. Worksite and District-Wide Committees and Shared

Governance When a College President, Division Head, the Chancellor, or the Board of Trustees appoint a campus/worksite and/or District-wide advisory committee, for accreditation, budget, planning/development, sexual harassment, AIDS education, staff development, and/or equal employment opportunity and diversity, the AFT College Staff Guild shall be entitled to have at least one (1) of its members appointed to the committee by the AFT Staff Guild. At least one (1) AFT Staff Guild Unit member, appointed by the AFT, shall be appointed to each campus, District Office and District-wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified above, that will have an effect on Unit 1.

The Trades Council: shall be allowed one (1) representative on each campus shared governance committee that deals with issues directly and specifically relevant to the Crafts Unit, one (1) representative on the District Budget Committee (DBC) and one (1) representative on the Joint Labor Management Benefits Committee. Crafts Unit committee members shall be appointed by the Crafts Unit.

The District and the SEIU 721 recognizes that decision-making in an academic environment is generally made via a committee. If a College President, Division Head, the Chancellor, or the Board of Trustees appoints a campus/worksite advisory committee for accreditation, budget, planning/development, facilities planning, staff development, work environment, and/or equal employment opportunity and diversity, at least one SEIU Local 721 member, selected by SEIU Local 721, shall be appointed to each campus, District Office and District wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified that will have an effect on Local 721.

Conclusion

The College meets the Standard. The structure needed to develop policies to ensure participation from stakeholders and transparency is in place.

Evidence

IV.A.2-1: College Committee Membership Rosters
IV.A.2-2: ASO College Committee Membership
IV.A.2-3: Faculty Union Contract
IV.A.2-4: Classified Union Contract
IV.A.2-5: LASC Committee Meeting Master Calendar
IV.A.2-6: Committee Operational Agreement and Shared Governance Committee Annual Self Evaluation Form

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

<u>**Evidence of Meeting the Standard**</u>

Administrators and Faculty Have a Substantive and Clearly Defined Role

The College's policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current "Participatory Decision Making and Integrated Planning Handbook" describe the participatory roles of administrators, faculty, staff, and students as relates to the decision-making at LASC.

- The committee charge delineates the purpose of the committee and committee make-up. Each committee has a designated administrator that serves as a member or the chair. Faculty and staff members may also serve a committee chairs (See Participatory Decision Making & Integrated Planning Handbook) (IV.A.3-1: Participatory Decision Making & Integrated Planning Handbook).
- The College committee structure is designed so that each committee reports to either the Academic Senate or the College Council (IV.A.3-2: College Committee Structure).
- The college's key planning documents, such as the Education Master Plan and Technology Plan are faculty initiated (IV.A.3-3: Education Master Plan and Technology Plan).

<u>**Analysis and Evaluation**</u>

Faculty and staff take an active role on campus committees and provide feedback to campus leadership. Campus leadership allows the committee structure to operate effectively and input is solicited from all campus constituencies. The campus maintains a calendar with all committee meeting dates and times (IV.A.3-4: LASC Committee Meeting Master Schedule), allowing any interested member of the campus community the opportunity to participate in the shared governance process.

LASC is committed to public disclosure in all areas of operation. Documents and data that inform institutional operations and activities are accessible online through the College website. Additional information is also available through the Office of Institutional Effectiveness (OIE). This includes but is not limited to the following: Senate approval and then College Council approval of policies (IV.A.3-5: Academic Senate and College Council Meeting Minutes), Strategic and College Master Plan (IV.A.3-6: Strategic and College Master Plan), Board Agendas (IV.A.3-7: Board Agendas), meeting schedules and meeting minutes (IV.A.3-8: Committee Meeting Minutes), announcements, class schedules (IV.A.3-9: Class Schedules), catalog information (IV.A.3-10: LASC College Catalog), registration (IV.A.3-11: LASC Registration Process), and SSSP process (IV.A.3-12: LASC Matriculation

Process [8 Steps]), Administrative information and access to employment opportunities (IV.A.3-13: LACCD Employment Announcements), salary information (IV.A.3-14: Union Contracts [Salary Information]), budget information (IV.A.3-15: LASC Budget), institutional planning (IV.A.3-16: Institutional Planning Meeting Minutes), and employee organizations (IV.A.3-17: LASC Employee Organizations), bond construction information (IV.A.3-18: LACCD Bond Information), including construction updates. Information is disseminated through the campus Public Information Officer, and departmental websites. Accreditation reports, self-study, mid-term report and other institutional reports are also made available.

The evidence listed below demonstrates that these policies and procedures are functioning effectively:
- Functional Map: Description of committee membership (older document) (IV.A.3-19: Functional Map)
- Participatory Decision Making & Integrated Planning Handbook (IV.A.3-20: Participatory Decision Making & Integrated Planning Handbook)
- Committee Operating Agreements (IV.A.3-21: Committee Operating Agreements)
- Committee Meeting Minutes (IV.A.3-22: Committee Meeting Minutes)
- Committee Self-Evaluations (IV.A.3-23: Committee Self-Evaluations)
- Union Contracts: Faculty; Clerical/ Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors (IV.A.3-24: Union Contracts: Faculty; Clerical/ Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors)

The College's policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current "Participatory Decision Making and Integrated Planning Handbook" describe the participatory roles of administrators, faculty, staff, and students as relates to the decision-making at LASC. The implementation of the current handbook has assisted committees as they work through the governance structure to restructure committee membership to ensure maximum participation.

Additionally, the College Council, as the central governing body at LASC, has representation from all campus constituencies and collective bargaining units thus promoting substantive participation and involvement from college stakeholders in institutional policies, planning, and budget related actions. LASC strives to achieve transparency by making regular reports from the college president and each college committee available on the college website. The OIE has developed a tool to place agendas and minutes on the SharePoint site and has trained chairs to upload those minutes.

Conclusion

The College meets the Standard. The College has seen improvement after the implementation of systemic measures and policies and procedures to encourage and support stakeholder participation.

Evidence

IV.A.3-1: Participatory Decision Making & Integrated Planning Handbook
IV.A.3-2: College Committee Structure
IV.A.3-3: Education Master Plan and Technology Plan
IV.A.3-4: LASC Committee Meeting Master Schedule
IV.A.3-5: Academic Senate and College Council Meeting Minutes
IV.A.3-6: Strategic and College Master Plan
IV.A.3-7: Board Agendas
IV.A.3-8: Committee Meeting Minutes
IV.A.3-9: Class Schedules
IV.A.3-10: LASC College Catalog
IV.A.3-11: LASC Registration Process
IV.A.3-12: LASC Matriculation Process (8 Steps)
IV.A.3-13: LACCD Employment Announcements
IV.A.3-14: Union Contracts (Salary Information)
IV.A.3-15: LASC Budget
IV.A.3-16: Institutional Planning Meeting Minutes
IV.A.3-17: LASC Employee Organizations
IV.A.3-18: LACCD Bond Information
IV.A.3-19: Functional Map
IV.A.3-20: Participatory Decision Making & Integrated Planning Handbook
IV.A.3-21: Committee Operating Agreements
IV.A.3-22: Committee Meeting Minutes
IV.A.3-23: Committee Self-Evaluations
IV.A.3-24: Union Contracts: Faculty; Clerical/ Technical; Crafts; Operations; Academic
 Supervisors, and Classified Supervisors

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and Administrators Have Responsibility for Recommendations

The College, through its shared governance structure, including the *Participatory Decision Making & Integrated Planning Handbook* and the College Council as the central governing body at LASC, delegates the responsibility for recommendations about curriculum and student learning programs and services to faculty and academic administrators.

- LASC utilizes the Curriculum Committee to monitor the development and maintenance of the college curriculum (IV.A.4-1: Curriculum Committee Meeting

Minutes). The Curriculum Committee ensures that the course creation process is reflective of academic programs' and students' needs.

- The College's courses are also reviewed by the Program Review Committee to ensure academic programs support student demand as well as campus plans (IV.A.4-2: Program Review Committee Meeting Minutes). Annually, all LASC academic programs must complete the Program Review process, stating their goals and noting their progress in reaching said goals (IV.A.4-3: LASC Program Review Process).
- Academic Departments also have a key role in the development of curriculum. Each department monitors the fill-rate of courses and revises offerings each semester based on findings (IV.A.4-4: Academic Department Meeting Minutes).
- The Student Learning Outcomes Coordinator oversees the process of analyzing how well the college meets its goals regarding what students are learning in the classroom.

Analysis and Evaluation

The campus administration seeks input from faculty regarding LASC courses. Programs and courses are created and maintained based on the work of the Curriculum and Program Review committees. These committees include students, classified staff, faculty, and College administrators.

The College appoints a Student Learning Outcomes (SLO) coordinator to oversee the process of setting goals for core competencies students should acquire as a result of completing LASC courses or participating in a campus program. The SLO coordinator, in conjunction with the curriculum committee, continues to collect data showing the status of LASC courses and their position in the SLO assessment cycle (IV.A.4-5: LASC SLO Assessment Cycle).

Conclusion

The College meets the Standard. LASC has a well-structured procedure for the development of curriculum.

Evidence

IV.A.4-1: Curriculum Committee Meeting Minutes
IV.A.4-2: Program Review Committee Meeting Minutes
IV.A.4-3: LASC Program Review Process
IV.A.4-4: Academic Department Meeting Minutes
IV.A.4-5: LASC SLO Assessment Cycle

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Ensures Appropriate Consideration of Relevant Perspectives

The College utilizes its shared-governance structure to solicit various expertise and perspectives and to communicate policies and action plans among administrators, faculty, staff, and students (IV.A.5-1: LASC Committee Structure).

- There is efficient and effective alignment among institutional policies, educational purposes, and student-learning goals.
- The institution assures the appropriateness of its educational objectives, degree offerings, and learning goals to the College's mission; the ongoing challenge for the College is the alignment of the internal needs of the College (adequate fiscal and operational funding, staffing, new programs, and program needs) with the external decision-making of the Board of Trustees (Board) (IV.A.5-2: LASC Program Review Committee Charge).
- Specifically, the College and the Board have in place a clearly articulated shared governance structure that recognizes college leadership and constituency input and decision-making.

Analysis and Evaluation

Neither internal nor external governance bodies make decisions unilaterally. Campus leadership is consulted before internal administrative and external Board decisions are made that impact faculty, staff, and students. Recommendations from governance and contractually mandated committees are solicited before decisions are made. Administration is responsible for communicating Board decisions to the campus community.

There are many objectives and goals that the College is meeting. There is efficient and effective alignment among institutional policies, educational purposes, and student-learning goals. Faculty are teaching and students are learning, although the College is still in the process of articulating a system for the collection, feedback, and placement of evidence of student learning objectives and class, discipline, program, department, division, and college assessment data of these outcomes. While the institution effectively assures the appropriateness of its educational objectives, degree offerings, and learning goals to the College's mission, the ongoing challenge for the College is the alignment of the internal needs of the College (adequate fiscal and operational funding, staffing, new programs, and program needs) with the external decision-making of the Board.

Conclusion

The College meets the Standard. The campus' internal leadership and governance structures, policies, and processes allow all perspectives and expert knowledge to be considered in the decision-making process.

Evidence

IV.A.5-1: LASC Committee Structure
IV.A.5-2: LASC Program Review Committee Charge

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
Evidence of Meeting the Standard

Decision-Making Processes and Resulting Decisions Documented and Widely Communicated

The College documents and communicates the decision-making processes through the recording and public posting of meeting minutes (for example, Academic Senate, College Council, Budget Committee, Program Review, etc.).

- All LASC committee meeting agendas and minutes are posted in Sharepoint on the College website (IV.A.6-1: Sharepoint College Committee Webpage).
- All LASC committee meetings are open to all faculty, staff, and students.
- The campus hosts public forums to discuss important issues and announcements affecting the College (IV.A.6-2: Campus Forum Announcements).
- The public information officer (PIO) utilizes email blasts to inform the campus community of important events where College decision-making will be discussed (IV.A.6-3: PIO Email Blasts).

Analysis and Evaluation

The College has worked to improve communications about its decision-making process. The College recognizes the importance of considering the perspectives of the various campus constituencies in this process and has provided opportunities for participation. As stated previously, both faculty and classified union contracts highlight the importance of participating in shared governance. In developing this communication structure, LASC has developed the mechanisms to publicize the shared governance process. Any member of the campus community can access the agenda and meeting minutes for all campus committees on the campus website. Additionally, all campus committees are open to all student, staff, faculty, and administrative membership.

Conclusion

The College meets the Standard.

Evidence

IV.A.6-1: Sharepoint College Committee Webpage
IV.A.6-2: Campus Forum Announcements
IV.A.6-3: PIO Email Blasts

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership Roles, Governance, and Decision-Making Regularly Evaluated and Communicated

The College regularly evaluates leadership roles and the institution's governance and decision-making policies, procedures, and processes; communicates the results; and uses them to make improvements.

- An ad hoc committee established by the Academic Senate evaluated committee roles and effectiveness in governance in 2013 (IV.A.7-1: Academic Senate Ad Hoc Effectiveness Committee Meeting Minutes). The College did this in an effort to reduce the number of committees to ensure more effective participation. The consolidated committees were then evaluated during academic year 2013-2014 to evaluate the effectiveness of the consolidation process (IV.A.7-2: 2014 Evaluation of Committee Effectiveness).
- The Participatory Decision Making and Integrated Planning handbook (Planning Handbook) outlines the processes by which the various constituencies on campus have a role in the decision making and planning processes at LASC (IV.A.7-3: Participatory Decision-Making and Integrated Planning Handbook). The Institutional Effectiveness division at LASC evaluates the effectiveness of these processes. The results of these evaluations are posted on the College website (IV.A.7-4: Institutional Effectiveness Website).
- LASC prepares a planning handbook in which the roles of the participatory governance process are presented, and the roles of the various constituencies and committees are described. There are three primary pathways for decision-making at LASC. These are:

- Administrative Structure and Processes, which are used to manage the operations of the College
- Constituent groups, which allow all impacted parties on campus to make their interests known
- The various constituencies use the committee system to review and recommend policies, regulations and processes of LASC and LACCD that affect the college as a whole.

Analysis and Evaluation

The College is satisfactory with respect to governance on academic issues and needs improvement with respect to budget issues and support services. The College has improved issues with respect to support services such as the bookstore and Information Technology, and there is good communication with the campus community on what is being done to address the issues.

An ad hoc committee established by the Academic Senate evaluated committee roles and effectiveness in governance in 2013. The College did this in an effort to reduce the number of committees to ensure more effective participation by LASC employees. The consolidated committees were then evaluated during academic year 2013-2014 to assess the effectiveness of the consolidation process. As a result of this evaluation, the decision to combine the Technology Committee and Facility Planning committee was reversed because the consolidation was not effective. The other consolidation was combining the Professional Growth and Professional Development committees. This consolidation has proven effective.

There have been issues regarding what is being done to address the concerns about breakdowns in communication of assessment of the campus decision-making process. The College has worked to improve communication and create transparency about the decision-making process. Budgets have been shared publicly, allowing the campus community access to data used to justify administrative decisions.

LASC has a clearly defined participatory governance system, in which all constituencies have input into District and College governance. In addition, the Academic Senate has primary responsibility for making recommendations in the areas of curriculum and academic standards.

Conclusion

The College does not meet all elements of the Standard. The Academic Senate has formed an ad hoc committee to evaluate the effectiveness of the College's shared governance structure. The College is also working to improve communication regarding the shared governance process. Committee meeting agendas and minutes are made publicly accessible and all LASC students, faculty, and staff can view them on the campus website.

Evidence

IV.A.7-1: Academic Senate Ad Hoc Effectiveness Committee Meeting Minutes
IV.A.7-2: 2014 Evaluation of Committee Effectiveness
IV.A.7-3: Participatory Decision-Making and Integrated Planning Handbook
IV.A.7-4: Institutional Effectiveness Website

IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

President Meets Regularly with Faculty, Staff, Administrators, Students, Community Members, and District Personnel

The president meets regularly with faculty, staff, administrators, students, community members, and district personnel in order to ensure that the College meets its institutional goals and objectives as outlined in the LASC Strategic Plan and three master plans (Educational Master Plan, Technology Master Plan, and Facilities Master Plan).

- Dr. Linda Rose began her presidency at Los Angeles Southwest College in August 2014. The president meets regularly with campus leaders to provide leadership across all areas of the College. Regular meetings include weekly meeting with the President's Cabinet (comprised of the vice president of academic affairs, vice president of administrative services, and vice president of student services), monthly meetings with the Academic Senate president/Executive Team, monthly meetings with union representatives, and monthly meetings with the Los Angeles Southwest College Foundation. In addition, the president holds student forums four times per year, twice in the fall and twice in the spring (IV.B.1-1: Campus Forum Information).
- The president works closely with the campus public information officer to ensure pertinent information is posted on the campus website and presented to local media outlets.
- The president collaborates with the dean of institutional effectiveness to review data regarding institutional performance. The president uses the data to influence campus decision-making.
- The president communicates the importance of a culture of evidence by requiring that all proposals for funding or campus support are accompanied by supporting evidence that proposed activities will positively impact student learning (IV.B.1-2: President's Email Requiring Evidence with Funding Requests).
- The research office and, specifically, the dean of institutional effectiveness report directly to the president. The research office is located in the same suite as the president's office, allowing direct access when needed (IV.B.1-3: Campus Organization Chart).
- The president has linked resource allocation and institutional planning to institutional research through the Program Review process. All programs, including non-

instructional programs, must submit an annual program review analysis to qualify for budget allocations.

Analysis and Evaluation

The president has ensured that all Los Angeles Southwest College plans and goals are rooted in student success. At every meeting, core questions are: "What is the evidence?" and "How does it benefit students?" Student-centered decisions have been focused on student learning, student success, and student access. In order to achieve these goals, the president has emphasized the importance of planning, budgeting and assessment.

Conclusion

The College meets the Standard. The President prioritizes planning and assessment. The College is in the process of updating its plans, and the President uses these plans to guide LASC towards its goals.

Evidence

IV.B.1-1: Campus Forum Information
IV.B.1-2: Presidents Email Requiring Evidence with Funding Requests
IV.B.1-3: Campus Organization Chart

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

CEO Oversees Administrative Structure and Delegates Authority

The president seeks to build an executive team that is competent and effective while supporting the goals of the College.

- The president regularly assesses the administrative structure, most recently in 2015 (IV.B.2-1: Presidents Assessment of Administrative Structure). Currently, the administration is comprised of a president, a vice president of academic affairs, a vice president of administrative services, a vice president of student services, three academic deans, one dean of students, one dean of institutional effectiveness, a dean of resource development, and a dean of TRIO (funded through grant funds). Each of the administrative job descriptions is reviewed periodically and changes in duties may be made in response to the changing needs of the institution (IV.B.2-2: LASC Administrative Job Descriptions). Administrators have authority to perform the duties

their assignments require, including weekly senior staff meetings with the president and vice presidents and monthly administrators meetings.

Analysis and Evaluation

The president assesses staffing levels for current and future needs. One of the most significant changes to the organizational structure occurred in response to the College's need to have a balanced budget. In 2010-2011, the president, in line with the duties outlined in the accreditation standards, reorganized the administrative structure. As a result, the College modified its structure from a three-vice-president model to a two-vice-president model. In 2013, the president assessed the executive vice president model and it was determined that the model was not adequate to coordinate the functions of both academic affairs and student support services.

Conclusion

The College meets the Standard. The President regularly assesses the campus' administrative structure and makes adjustments when necessary.

Evidence

IV.B.2-1: Presidents Assessment of Administrative Structure
IV.B.2-2: LASC Administrative Job Descriptions

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

CEO Guides Institutional Improvement

The College president, with input from the college stakeholders, guides institutional improvement of the teaching and learning environment by soliciting, obtaining, and

reviewing college wide committee recommendations for decision making in all areas inclusive of curriculum, facilities, planning, budget, and technology.

- These leadership responsibilities include the president's support of processes, such as program review, program viability, divisional planning, and reviewing and assessing the health of the College's instructional and student services.
- The president has scheduled monthly meetings with both the Academic Senate president and the Academic Senate Executive Board to discuss academic issues (IV.B.3-1: President's Meeting with Academic Senate Executive Board Meeting Minutes).
- The president receives recommendations from the College Council, the primary participatory governance body, to act upon and provide explanations for decisions.
- The president uses internal and external research and analysis as primary tools in the decision-making process (IV.B.3-2: Campus Research Reports).
- The president emphasizes student-centered, data-driven decision making in institutional planning. In order to ensure that decisions are centered on student access, learning, and success, the president asks two core questions to guide institutional improvement: (1) "How does a particular recommendation benefit students?" and (2) "What data support the recommendation?"
- The dean of institutional effectiveness is the co-chair of the Strategic Planning Committee and a standing resource available to all College committees (IV.B.3-3: Strategic Planning Committee Roster). The Office of Institutional Effectiveness provides data to the president and college committees on a regular basis for program planning and improvement. Data include student performance indicators, efficiency, campus and student surveys, and labor market information.

Analysis and Evaluation

The College has taken several steps to ensure that its practices reflect the goals identified in planning models. Recently, the College has taken on the task of updating the strategic plan, the education master plan, and the technology plan (IV.B.3-4: Strategic Plan, Education Master Plan, and Technology Plan). There is a committee for each plan, consisting of members representing all campus constituencies. Each of these plans is being revised with the intent of improving outcomes for LASC students.

The College sets goals for student success and makes them the primary focus of planning. Resources are clearly identified, as is the process of accessing resources. The College president works in conjunction with campus committees to identify programs on campus in need of support. The College also utilizes budget data to allocate resources for students. The president receives recommendations from the budget committee to assist in the distribution of funds on campus (IV.B.3-5: LASC Budget Committee Meeting Minutes).

Conclusion

The College meets the Standard. Goals for students learning guide the planning and resource allocations on campus. The program review process allows the president to allocate resources to programs that demonstrate effectiveness in improving student learning and achievement outcomes.

Evidence

IV.B.3-1: President's Meeting with Academic Senate Executive Board Meeting Minutes
IV.B.3-2: Campus Research Reports
IV.B.3-3: Strategic Planning Committee Roster
IV.B.3-4: Strategic Plan, Education Master Plan, and Technology Plan
IV.B.3-5: LASC Budget Committee Meeting Minutes

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

CEO Has Primary Leadership Role for Accreditation and Faculty, Staff, and Administrative Leaders Share Responsibility

The president has effectively balanced the role of primary leader with delegating tasks to the appropriate faculty, staff, and administrative leaders in an effort to ensure compliance with accreditation requirements.

- In fall 2014, the College president began planning for the comprehensive visit scheduled for spring 2016. Under the direction of the president, the vice president of Academic Affairs, who serves as the College Accreditation Liaison Officer (ALO), convened an Accreditation Steering Committee, comprised of the ALO, the president, dean of institutional effectiveness, a faculty co-chair, the chairs of each Standard, and faculty editor (IV.B.4-1: Accreditation Committee Roster). Subsequently, the committee invited faculty, staff, students, and administrators to serve on one of the four Accreditation Standard committees. One faculty and one administrator chair each Standard committee.
- The College president organized campus-wide meetings to educate faculty, staff, administrators, and students about accreditation. At the writing of this report, campus-wide accreditation meetings and workshops had been held during fall 2014 through the completion of the 2016 Self Evaluation Report (IV.B.4-2: Accreditation Workshop Announcements and Agendas). The president hosted an off-campus

accreditation retreat, during which the College's progress in the accreditation process was explained in detail (IV.B.4-3: Accreditation Retreat Announcement and Agenda).

Analysis and Evaluation

The College president has the primary leadership role in the accreditation process at LASC. The president organizes accreditation workshops, trainings, and writing sessions (IV.B.4-4: Accreditation Writing Workshop Announcement). The president provides current communications and forms from the ACCJC (IV.B.4-5: ACCJC Manuals). The president is also available to share knowledge and information from her vast accreditation experience.

Conclusion

The College meets the Standard. The president has provided knowledge and resources to guide LASC through the accreditation process, beginning with the self evaluation report. The president provides accreditation trainings, writing workshops, and an accreditation retreat. While guiding LASC through the accreditation process, the president solicits faculty, staff and student participation, ensuring all the opportunity to be a part of the accreditation team.

Evidence

IV.B.4-1: Accreditation Committee Roster
IV.B.4-2: Accreditation Workshop Announcements and Agendas
IV.B.4-3: Accreditation Retreat Announcement and Agenda
IV.B.4-4: Accreditation Writing Workshop Announcement
IV.B.4-5: ACCJC Manuals

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

CEO Assures Implementation and Guides Institutional Practices

The president assures compliance with all board policies while guiding institutional practices that are in support of the College mission and in adherence with the College budget.

- In an effort to ensure that new program and funding opportunities are well thought-out and planned, the president has established a process that requires the president's approval at the onset (IV.B.5-1: President's Email Regarding Funding Requests).
- The president works closely with District Fiscal Operations to review revenue and expenditures and authors plans to reduce deficits.

- Compliance with external agencies has improved through the administrative reorganization as measured by program visits and reporting (IV.B.5-2: Department of Education Visit Reports).

Analysis and Evaluation

Reporting to the chancellor, the president is responsible for implementing statutes, regulations, and governing board policies. One of the president's tasks is to review compliance reports submitted to the funding agencies (IV.B.5-3: LASC Categorically Funded Programs Compliance Reports). One of the intents of this process is to ensure that new programs or activities are aligned with the College's mission and strategic objectives. Additionally, this process informs senior administrators of programs and funding opportunities directly related to their areas of responsibility.

In preparation for presidential reports, the president reviews all budget reports from the vice president of administrative services and the district office to monitor program balances (IV.B.5-4: LASC Campus Department Budgets). In light of this review, the president requires all Specially Funded Programs and categorical programs to appropriately offset costs that would otherwise be absorbed by the College general budget. In addition, the president also monitors expenditures and reviews high cost areas. The Executive Committee of the District Budget Committee is in the process of reviewing the District allocation process. Small colleges of the district struggle to meet their costs with the current revenue allocation. This has been a concern for a number of years and is being addressed definitively.

The College works closely with funding agencies to ensure that actions are in compliance with their regulations. The College works closely with the District Chief Financial Officer (CFO) and the District accounting director to monitor revenue and expenditures monthly and quarterly. The College uses the District's compliance unit to investigate allegations of discrimination, sexual impropriety, and other inappropriate behaviors. The College provides trained facilitators for hiring processes. The District has implemented a whistleblower program through the Internal Audit Division of the District to review whistleblower complaints and actions. The president works closely with the Internal Audit Division to perform periodic reports on areas of high concern.

Conclusion

The College meets the Standard. The president assures compliance with all board policies while guiding institutional practices that are in support of the College mission and in adherence with the College budget

Evidence

IV.B.5-1: President's Email Regarding Funding Requests
IV.B.5-2: Department of Education Visit Reports
IV.B.5-3: LASC Categorically Funded Programs Compliance Reports
IV.B.5-4: LASC Campus Department Budgets

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

CEO Works and Communicates with Communities Served by LASC

The president works tirelessly to increase the awareness of the value of Los Angeles Southwest College to the South Los Angeles community.

- The College president attends regular community meetings, including homeowner associations, civic groups, workforce investment boards, economic development boards, and other external groups to promote a positive image for the College.
- The president has directed the administrative staff to create and strengthen community partnerships to provide outreach and collaborative opportunities for the institution.
- The president attends all College foundation meetings and activities and serves as the liaison between the College and the foundation.
- In addition, the president holds periodic College forums and two student forums per semester to discuss critical issues and obtain feedback from campus and community stakeholders (IV.B.6-1: College Forum Announcements).

Analysis and Evaluation

The president's efforts to increase the name recognition and awareness of Los Angeles Southwest College have been effective. The campus has been featured in radio advertisements as well as a campaign of the local bus system (IV.B.6-2: LASC Bus advertisement). These increases in publicity have been cited as factors in the campus exceeding its growth targets for the 2014-15 academic year.

The president has also improved campus communication, which in turn increases community knowledge of campus issues. The outcomes of campus meetings are shared with the campus and community via email and the College website. This allows anyone access to meeting agendas and minutes for all campus committees.

<u>Conclusion</u>

The College meets the Standard. The President is committed to increasing the surrounding community's awareness of LASC and the College's programs. The President meets regularly with community groups and promotes the reciprocal relationship between the campus and community.

<u>Evidence</u>

IV.B.6-1: College Forum Announcements
IV.B.6-2: LASC Bus advertisement

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction (IV.C.1-1: BR 2100).

Evidence of Meeting the Standard

a. The Board sets policies and monitors the colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations (IV.C.1-2: BR 2300-2303); (IV.C.1-3: Chancellor Directives, 8/3/15); (IV.C.1-4: Administrative Regulations, 8/3/15).

b. In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation (IV.C.1-5: BR 2305-2315); (IV.C.1-6: Add Revisions to 6300).

c. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability (IV.C.1-7: BR 2604-2607.15).

d. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement (IV.C.1-8: BOT agenda & minutes for 2/9/11); (IV.C.1-9: BOT agenda & minutes for 3/7/12); (IV.C.1-10: BOT agenda & minutes for 4/3/13); (IV.C.1-11: BOT agenda & minutes for 4/23/14); (IV.C.1-12: BOT agenda & minutes for 1/14/15).

e. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings (IV.C.1-13: BOT agenda

& minutes for 11/2/11); (IV.C.1-14: BOT agenda & minutes for 11/7/12); (IV.C.1-15: BOT agenda & minutes for 11/6/13); (IV.C.1-16: BOT agenda & minutes for 5/14/14); (IV.C.1-17: BOT agenda & minutes for 4/15/15).

Analysis and Evaluation

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies.

Conclusion

The District meets this Standard.

Evidence

IV.C.1-1: Board Rule 2100
IV.C.1-2: Board Rule 2300-2303
IV.C.1-3; Chancellor Directives, 8/3/15
IV.C.1-4: Administrative Regulations, 8/3/15
IV.C.1-5: Board Rule 2305-2315
IV.C.1-6: revised Board Rule 6300
IV.C.1-7: Board Rule 2604-2607.15
IV.C.1-8: BOT agenda and minutes for 2/9/11
IV.C.1-9: BOT agenda and minutes for 3/7/12
IV.C.1-10: BOT agenda and minutes for 4/3/13
IV.C.1-11: BOT agenda and minutes for 4/23/14
IV.C.1-12: BOT agenda and minutes for 1/14/15
IV.C.1-13: BOT agenda and minutes for 11/2/11
IV.C.1-14: BOT agenda and minutes for 11/7/12
IV.C.1-15: BOT agenda and minutes for 11/6/13
IV.C.1-16: BOT agenda and minutes for 5/14/14
IV.C.1-17: BOT agenda and minutes for 4/15/15

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Evidence of Meeting the Standard

a. The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees "*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings*" (IV.C.2-1: Board Rule 2300.10).

b. Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements (IV.C.2-2: BOT Minutes Consent Items Discussions, 2012-2015).

Analysis and Evaluation

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior.

Conclusion

The District meets this Standard.

Evidence

IV.C.2-1: Board Rule 2300.10
IV.C.2-2: BOT Minutes Consent Items Discussions, 2012-2015

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

<u>**Evidence of Meeting the Standard**</u>

Selection of Chancellor

a. The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process (IV.C.3-1: HR R-110); (IV.C.3-2: BOT Agenda, BT6, Chancellor search, 5/1/13).

b. The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor (IV.C.3-3: Chancellor Profile Development Announcement, 5/9/13); (IV.C.3-4: Chancellor Job Description, May 2013); (IV.C.3-5: Chancellor Selection Timeline, May 2013).

c. The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriquez began his tenure as LACCD Chancellor on June 1, 2014 (IV.C.3-6: Chancellor Search Announcement, 5/1/13); (IV.C.3-7: closed Board session agendas 2013-2014); (IV.C.3-8: *LA Times* article, 3/13/14).

Evaluation of Chancellor

d. The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process (IV.C.3-9: Chancellor's Directive 122).

e. ***Chancellor's Directive 122 Evaluation of the Chancellor*** indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated

goals (IV.C.3-10: Chancellor evaluation data collection form); (IV.C.3-11: Blank Chancellor evaluation form).

f. Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel (IV.C.3-12: BOT Chancellor evaluation closed session agendas 11/2014-6/2015).

Selection of College Presidents

g. The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches (IV.C.3-13: BR 10308).

h. Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015 (IV.C.3-14: HRD1 Board resolution, 6/25/14); (IV.C.3-15: HRD1 Board resolution, 6/25/15).

i. Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

j. After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates (IV.C.3-16: BOT closed agendas 5/2010-6/2015).

Evaluation of College Presidents

k. As detailed in Chancellor's Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo, which is shared with the college

president (IV.C.3-9: Chancellor's Directive 122); (IV.C.3-17: Performance evaluation process for college presidents).

l. The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation (IV.C.3-18: Closed Board meeting agendas on presidential evaluations 8/2010-6/2014).

Analysis and Evaluation

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

Conclusion

The District meets this Standard.

Evidence

IV.C.3-1: HR R-110
IV.C.3-2: BOT Agenda, BT6, Chancellor search, 5/1/13
IV.C.3-3: Chancellor Profile Development Announcement, 5/9/13
IV.C.3-4: Chancellor Job Description, May 2013
IV.C.3-5: Chancellor Selection Timeline, May 2013
IV.C.3-6: Chancellor Search Announcement, 5/1/13
IV.C.3-7: Chancellor selection closed Board session agendas 2013-2014
IV.C.3-8: LA Times article, 3/13/14
IV.C.3-9: Chancellor's Directive 122
IV.C.3-10: Chancellor evaluation data collection form, 12/5/07
IV.C.3-11: Blank Chancellor evaluation form
IV.C.3-12: BOT Agendas, Chancellor evaluation closed sessions, 11/19/14-6/13/15
IV.C.3-13: Board Rule 10308
IV.C.3-14: HRD1 Board resolution, 6/25/14
IV.C.3-15: HRD1 Board resolution, 6/24/15
IV.C.3-16: BOT closed agendas president selection 5/2010-6/2015
IV.C.3-17: Performance Evaluation Process for college presidents
IV.C.3-18: BOT closed agendas president evaluations 8/2010-6/2014

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items (IV.C.4-1: Board Rule 2101-2102); (IV.C.4-2: Board Rule 21001.13).

<u>**Evidence of Meeting the Standard**</u>

a. Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to "*…protect and to promote the interests of the Los Angeles Community College District*" (IV.C.4-3: Board Rule 2300); (IV.C.4-4: Board Rule 1200-1201).

b. The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight (IV.C.4-5 Board Rule 2605.11).

c. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years' ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014) (IV.C.4-6: BOT Ad Hoc Committees, 8/4/15).

d. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters (IV.C.4-7: Board letters, 2013-2015).

e. Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members' perspectives on colleges' diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during

the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations (IV.C.4-8: BOT minutes, public agenda speakers, 2015); (IV.C.4-9: BOT minutes, educational quality speakers, 2015).

f. Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor's Office (IV.C.4-10: Screenshot of Public Inquiry Email to Board President).

g. The Board's role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College's Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students (IV.C.4-11: Board Rule 3002-3003.30); (IV.C.4-12: BOT minutes, VKC and Farm, 10/15/11 and 4/29/15).

h. The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students (IV.C.4-13: Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14); (IV.C.4-14: BOT agendas, Legislative advocacy, 2015); (IV.C.4-15: BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15).

Analysis and Evaluation

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure.

Conclusion

The District meets this Standard.

Evidence

IV.C.4-1: Board Rule 2101-2102
IV.C.4-2: Board Rule 21001.13
IV.C.4-3: Board Rule 2300
IV.C.4-4: Board Rule 1200-1201
IV.C.4-5: Board Rule 2605.11
IV.C.4-6: BOT Ad Hoc Committees, 8/4/15
IV.C.4-7: Board letters, 2013-2015
IV.C.4-8: BOT minutes, public agenda speakers, 2015
IV.C.4-9: BOT minutes, educational quality speakers, 2015
IV.C.4-10: Screenshot of Public Inquiry Email to Board President
IV.C.4-11: Board Rule 3002-3003.30
IV.C.4-12: BOT minutes, VKC and Farm, 10/15/11 and 4/29/15
IV.C.4-13: Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/14
IV.C.4-14: BOT agendas, Legislative advocacy, 2015
IV.C.4-15: BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15

IV.C.5. The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Evidence of Meeting the Standard

Educational Quality, Integrity and Improvement

a. The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "…*our students [with] an excellent education that prepares them to transfer to four-year*

institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement" (IV.C.5-1: Board Rule 2300-2303.16 and 2305); (IV.C.5-2: Board Rule 1200).

b. Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1) (IV.C.5-3: BR Ch. VI, Articles I-VIII Instruction).

c. The Board's Institutional Effectiveness and Student Success (IESS) Committee *"...fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate"* (IV.C.5-4: Board Rule 2605.11).

d. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8) (IV.C.5-5: BR 2314).

Ensuring Resources

e. The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning

programs and services (see Standard III.D.11) (IV.C.5-6: Board Rule 2305 and7600-7606); (IV.C.5-7: LACCD Budget Development Calendar); (IV.C.5-8: 2015-2016 Final Budget); (IV.C.5-9: District Allocation Mechanism amendment, 6/3/12).

f. The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs (IV.C.5-10: LPA minutes 2014-2015).

Financial Integrity and Stability

g. The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5) (IV.C.5-4: BR 2605.11).

h. The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608**.** The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District (IV.C.5-11: Board Rule 7608); (IV.C.5-12: BFC minutes 11/5/14, 3/11/15 and 5/13/15); (IV.C.5-13: BFC agendas 2014-15).

i. Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board (IV.C.5-14: 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3); (IV.C.5-15: BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15).

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability (IV.C.5-16: BOT agenda BF2, 10/9/13); (IV.C.5-17: BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests).

j. The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently

determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District (IV.C.5-18: ACCJC letter, 2/7/14).

Legal Matters

k. The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations (IV.C.5-19: BOT closed session agendas on legal issues); (IV.C.5-20: Board Rule 4001).

Analysis and Evaluation

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts.

Conclusion

The District meets this Standard.

Evidence

IV.C.5-1: Board Rule 2300-2303.16 and 2305
IV.C.5-2: Board Rule 1200
IV.C.5-3: BR Ch. VI, Articles I-VIII, Instruction
IV.C.5-4: Board Rule 2605.11
IV.C.5-5: Board Rule 2314
IV.C.5-6: Board Rule 2036 and 7600-7606
IV.C.5-7: LACCD Budget Development Calendar
IV.C.5-8: 2015-2016 Final Budget
IV.C.5-9: District Budget Allocation Mechanism amendment, 6/3/12
IV.C.5-10: LPA minutes, July 2014-June 2015
IV.C.5-11: Board Rule 7608
IV.C.5-12: BFC minutes, Quarterly reports, 11/2014-5/2015
IV.C.5-13: BFC agendas, 2014-15
IV.C.5-14: 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3
IV.C.5-15: BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15
IV.C.5-16: BOT agenda BF2, 10/9/13

IV.C.5-17: BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding
college financial requests
IV.C.5-18: ACCJC letter, 2/7/14
IV.C.5-19: BOT closed session agenda on legal issues
IV.C.5-20: Board Rule 4001

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

<u>Evidence of Meeting the Standard</u>

a. Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules (IV.C.6-1: Screenshot of Board Rules online); (IV.C.6-2: BR 2100-2902); (IV.C.6-3: BR 21000-21010).
   - **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
   - **Article II – Officers** – delineates the office of president, vice president, president pro tem, and secretary of the Board.
   - **Article III – Duties of the Board of Trustees** - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
   - **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
   - **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
   - **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.
   - **Article VII – Use of Flags** - provisions thereof.
   - **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.
   - **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.

- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board.

Conclusion

The District meets this Standard.

Evidence

IV.C.6-1: Screenshot of Board Rules online
IV.C.6-2: Board Rule 2100-2902
IV.C.6-3: Board Rule 21000-21010

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard

a. In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes (IV.C.7-1: BR 2400-2400.13); (IV.C.7-2: BR 2402-2404).

b. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat (IV.C.7-3: BOT agendas, 6/13/15 and 6/18/15).

c. The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative

Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards (IV.C.7-4: Chancellor's Directive 70); (IV.C.7-5: BR 2418).

d. The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g. Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division (IV.C.7-6: Administrative Regulation C-12); (IV.C.7-7: Board Rule Review Schedule 2015); (IV.C.7-8: Admin Regs Review Schedule 2015).

e. Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website (IV.C.7-9: Admin Reg Rev Form Template); (IV.C.7-10: E-97 review and comment).

f. During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations (IV.C.7-11: Admin Regs Review Schedule 2015); (IV.C.7-12: E-110 Confirmed Review, 4/22/15).

g. As noted in item 'd' above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website (IV.C.7-13: BR 6700 consultation memo and BOT Agenda notice, 5/5/15).

Analysis and Evaluation

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures.

Conclusion

The District meets this Standard.

Evidence

IV.C.7-1: Board Rule 2400-2400.13
IV.C.7-2: Board Rule 2402-2404
IV.C.7-3: BOT agenda 6/13/15 and 6/18/15
IV.C.7-4: Chancellor's Directive 70
IV.C.7-5: Board Rule 2418
IV.C.7-6: Administrative Regulation C-12
IV.C.7-7: Board Rule Review Schedule 2015
IV.C.7-8: Administrative Regs Review Schedule 2015
IV.C.7-9: Admin Reg Rev Form Template
IV.C.7-10: E-97 review and comment
IV.C.7-11: Admin Regs Review Schedule 2015
IV.C.7-12: E-110 Confirmed Review, 4/22/15
IV.C.7-13: Board Rule 6700 consultation memo and BOT Agenda notice, 5/5/15

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports, which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard

a. The Institutional Effectiveness and Student Success Committee "*fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters*" and fulfills its charge to "*review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.*" Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval (IV.C.8-1: BR 2605.11).

b. The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years,

or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District (IV.C.8-2: IESS minutes and PPT 6/24/15); IV.C.8-3: IESS agenda 12/17/14); (IV.C.8-4: IESS minutes 11/19/14); (IV.C.8-5: IESS minutes 9/17/14); (IV.C.8-6: IESS Min 1/29/14); (IV.C.8-7: IESS minutes 12/4/13); (IV.C.8-8: IESS minutes 11/20/13); (IV.C.8-9: BOT agenda and PPT 9/2/15); (IV.C.8-10: BOT agenda and DAS Board meeting notes 8/19/15); (IV.C.8-11: BOT agenda and PPT 5/13/15); (IV.C.8-12: BOT agenda 4/15/15); (IV.C.8-13: BOT agenda 3/11/15); (IV.C.8-14: BOT agenda 1/28/15); (IV.C.8-15: BOT minutes 8/20/14); (IV.C.8-16: BOT agenda, CH1, 2/26/14).

c. The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students district wide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students (IV.C.8-17: IESS Agenda and Underprepared Students PPT, 6/11/14); (IV.C.8-11: BOT agenda and PPT 5/13/15).

d. The Board annually reviews student awards and transfers to four-year colleges and universities (IV.C.8-18: IESS agenda 1/29/14); (IV.C.8-19: IESS agenda and minutes 3/26/14); (IV.C.8-20: District certificate report and degree reports, 3/26/14); (IV.C.8-21: Certificates Attached to Degrees, Summary by College, 4/29/14).

e. The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District (IV.C.8-22: 2014 Student Survey Question 25 and results); (IV.C.8-23: IESS minutes & student survey PPT, 5/27/15).

f. In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status (IV.C.8-24: BOT agenda and PPT, 6/10/15).

g. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes (IV.C.8-25: BOT minutes 3/28/13); (IV.C.8-26: IESS 9/25/13); (IV.C.8-13: BOT agenda, 3/11/15).

Analysis and Evaluation

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes.

Conclusion

The District meets this standard.

Evidence

IV.C.8-1: Board Rule 2605.11
IV.C.8-2: IESS minutes and PPT 6/24/15
IV.C.8-3: IESS agenda 12/17/14
IV.C.8-4: IESS minutes 11/19/14
IV.C.8-5: IESS minutes 9/17/14
IV.C.8-6: IESS minutes 1/29/14
IV.C.8-7: IESS minutes 12/4/13
IV.C.8-8: IESS minutes 11/20/13
IV.C.8-9: BOT agenda and PPT 9/2/15
IV.C.8-10: BOT agenda and DAS Board meeting notes 8/19/15
IV.C.8-11: BOT agenda and PPT 5/13/15
IV.C.8-12: BOT agenda 4/15/15
IV.C.8-13: BOT agenda 3/11/15
IV.C.8-14: BOT agenda 1/28/15
IV.C.8-15: BOT minutes 8/20/14
IV.C.8-16: BOT agenda, CH1, 2/26/14
IV.C.8-17: IESS Agenda and Underprepared Students PPT, 6/11/14
IV.C.8-18: IESS agenda 1/29/14
IV.C.8-19: IESS minutes 3/26/14
IV.C.8-20: District certificate report and degree reports, 3/26/14
IV.C.8-21: Certificates Attached to Degrees, Summary by College, 4/29/14
IV.C.8-22: 2014 Student Survey Question 25 and results
IV.C.8-23: IESS minutes & Student Survey results PPT, 5/27/15
IV.C.8-24: BOT agenda and PPT, 6/10/15
IV.C.8-25: BOT minutes 3/28/13
IV.C.8-26: IESS minutes 9/25/13

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

<u>**Evidence of Meeting the Standard**</u>

Board Development

a. The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015 (IV.C.9-1: Board Rule 2105); (IV.C.9-2: Student Trustee Orientation procedures).

b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation (IV.C.9-3: BOT agenda and orientation packet, 6/4/15); (IV.C.9-4: BOT agenda and orientation packet 6/18/15).

c. A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives (IV.C.9-5: BOT Agenda, minutes & handouts, 1/20/10); (IV.C.9-6: BOT Agenda, minutes & handouts 12/10/10-12/11/10); (IV.C.9-7: BOT Agenda, minutes & handouts, 8/25/11-8/26/11); (IV.C.9-8: BOT Agenda, minutes & handouts, 4/19/12); (IV.C.9-9: BOT Agenda and minutes, 9/24/12); (IV.C.9-10: BOT Agenda and minutes, 11/13/12); (IV.C.9-11: BOT minutes & Action Improvement Plan, 3/19/13); (IV.C.9-12: BOT minutes & handouts, 10/22/13); (IV.C.9-13: BOT Agenda, minutes & handouts, 8/23/14); (IV.C.9-14: BOT Agenda, minutes & handouts, 12/10/14).

d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational

matters. Board rules were further revised to facilitate member training, conference attendance, and educational development (IV.C.9-15: Board Rule 2300.10-2300.11).

e. Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11) (IV.C.9-16: BOT agenda and minutes, 11/19/14 and 5/13/15); (IV.C.9-17: ACCJC training certificates from 2012).

Continuity of Board Membership

f. Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy that occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015) (IV.C.9-18: Board Rule 2103); (IV.C.9-19: BOT minutes 4/11/07); (IV.C.9-20: BOT Agenda 3/11/15).

g. Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A District wide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X (IV.C.9-20: BR 2102); (IV.C.9-21: BR 21000).

Analysis and Evaluation

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

Conclusion

The District meets this Standard.

Evidence

IV.C.9-1: Board Rule 2105
IV.C.9-2: Student trustee orientation procedures
IV.C.9-3: BOT orientation agenda and packet, 6/4/15
IV.C.9-4: BOT orientation agenda and packet, 6/18/15
IV.C.9-5: BOT Agenda, minutes & handouts from 1/20/10
IV.C.9-6: BOT Agenda and minutes, 12/10/10-12/11/10
IV.C.9-7: BOT Agenda, minutes & handouts from 8/25/11-8/26/11
IV.C.9-8: BOT Agenda, minutes & handouts from 4/19/12
IV.C.9-9: BOT Agenda and minutes, 9/24/12
IV.C.9-10: BOT Agenda and minutes, 11/13/12
IV.C.9-11: BOT minutes and Action Improvement Plan, 3/19/13
IV.C.9-12: BOT minutes & handouts, 10/22/13
IV.C.9-13: BOT agenda, minutes & handouts, 8/23/14
IV.C.9-14: BOT Agenda, minutes & handouts from 12/10/14
IV.C.9-15: Board Rule 2300.10-2300.11
IV.C.9-16: BOT agenda and minutes, 11/19/14 and 5/13/15
IV.C.9-17: BOT ACCJC training certificates, 2012
IV.C.9-18: Board Rule 2103
IV.C.9-19: BOT Minutes 4/11/07
IV.C.9-20: BOT Agenda 3/11/15
IV.C.9-21: Board Rule 2102
IV.C.9-22: Board Rule 21000

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's self-evaluation informs their goals, plans and training for the upcoming year.

<u>**Evidence of Meeting the Standard**</u>

a. In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan (IV.C.10-1: BR 2301.10).

b. The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards (IV.C.10-2: Jose Leyba bio).

c. In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument (IV.C.10-3: BOT Agenda and minutes, 5/13/15); (IV.C.10-4: BOT Self-Evaluation2015 Plan of Action, 5/13/15).

d. Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board's effectiveness. The Board's interview questions were adapted from the Community College League of California's publication, "Assessing Board Effectiveness" (IV.C.10-5: 2015 Self-Assessment Tool).

e. The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board's individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness (IV.C.10-6: BOT agenda and minutes, handouts & PPT, 6/13/15).

f. The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard (IV.C.10-7: BOT minutes and handouts, 3/13/14); (IV.C.10-8: BOT minutes, 2/6/13 and 3/19/13); (IV.C.10-9: BOT Evaluation Comparison Summary Report 2012-2013, 2/2013); (IV.C.10-10: BOT Actionable Improvement Plan,

3/19/13); (IV.C.10-11: BOT minutes and handouts, 2/21/12); (IV.C.10-12: BOT agenda, minutes and handouts, 1/20/10).

Analysis and Evaluation

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

Conclusion

The District meets this Standard.

Evidence

IV.C.10-1: Board Rule 2301.10
IV.C.10-2: Jose Leyba bio
IV.C.10-3: BOT agenda and minutes, 5/13/15
IV.C.10-4: BOT Self-Evaluation 2015 Plan of Action, 5/13/15
IV.C.10-5: BOT 2015 Self-Assessment Tool
IV.C.10-6: BOT agenda and minutes, handouts & PPT, 6/13/15
IV.C.10-7: BOT minutes and handouts, 3/13/14
IV.C.10-8: BOT minutes, 2/6/13 and 3/19/13
IV.C.10-9: BOT Evaluation Comparison Summary Report 2012-2013, 2/2013
IV.C.10-10: BOT Actionable Improvement Plan, 3/19/13
IV.C.10-11: BOT agenda and minutes, 2/21/12
IV.C.10-12: BOT agenda, minutes and handouts, 1/20/10

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Los Angeles Community College District has clear policies and procedures that govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement (IV.C.11-1 Board Rule 14000).

Evidence of Meeting the Standard

a. Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law (IV.C.11-2: Board Rule 2300.10 – 2300.11).

b. Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9) (IV.C.11-3: Trustee Ethics Certificates, 2013); (IV.C.11-4: Trustee Ethics Certificates, 2015).

c. The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center (IV.C.11-5: Trustees Form 700).

d. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict (IV.C.11-6: BOT minutes, 12/13/14).

Analysis and Evaluation

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution.

Conclusion

The District meets this Standard.

Evidence

IV.C.11-1: Board Rule 14000
IV.C.11-2: Board Rule 2300.10 – 2300.11
IV.C.11-3: Trustee Ethics Certificates, 2013
IV.C.11-4: Trustee Ethics Certificates, 2015
IV.C.11-5: Trustees Form 700
IV.C.11-6: BOT minutes 12/13/14

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard

a. The Board "*authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization*" (IV.C.12-1: Board Rule 2902).

b. The Board delegates full responsibility to the Chancellor and recognizes "*that the Chancellor is the Trustees' sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record*" (IV.C.12-2: Board Rule 2300.10).

c. The Board's delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed (IV.C.12-3: Board Functional Area map 2015); (IV.C.12-4: Chancellor Functional Area map 2015).

d. To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor's Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet

sent one week prior to each Board meeting (IV.C.12-5: BOT Info Request Tracking Document); (IV.C.12-6: Board letter packet 5/27/15).

e. In accordance with Chancellor's Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3) (IV.C.12-7: Chancellor Job Description, May 2013); (IV.C.12-8: Chancellor's Directive 122); (IV.C.12-9: BOT closed agendas Chancellor evaluations 11/2014-6/2015).

Analysis and Evaluation

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating "*…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and] …the importance of using official channels of communication through the Chancellor or assigned designee*" (IV.C.12-10: Spring 2013 Evaluation Team Report and June 2013 ACCJC letter).

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

Conclusion

The District meets this Standard.

Evidence

IV.C.12-1: Board Rule 2902
IV.C.12-2: Board Rule 2300.10
IV.C.12-3: Board Functional Area map 2015
IV.C.12-4: Chancellor Functional Area map 2015
IV.C.12-5: BOT Info Request Tracking Document
IV.C.12-6: Board letter 5/27/15
IV.C.12-7: Chancellor's Job Description, May 2013

IV.C.12-8: Chancellor's Directive 122
IV.C.12-9: BOT closed agendas chancellor evaluation 11/2014-6/2015
IV.C.12-10: Spring 2013 Evaluation Team Report and June 2013 ACCJC letter

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges' accreditation reports and policy-making to support colleges' efforts to improve and excel.

<u>Evidence of Meeting the Standard</u>

a. To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication <u>Guide to Accreditation for Governing Boards</u>, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online <u>Accreditation Basics</u> training within three months of entering office (see Standard IV.C.9) (IV.C.13-1: BOT Accreditation Training Minutes, 11/3/12); (IV.C.13-2: BOT Accreditation Training Minutes, 10/22/13); (IV.C.13-3: BOT Accreditation Training Minutes, 12/10/14).

b. The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel (IV.C.13-4: BOT minutes, 12/11/13, p. 4).

c. In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee (IV.C.13-5: Accreditation Ad Hoc Committee agendas 2014).

d. During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all

colleges' Self-Evaluation reports in the Fall 2015 semester (IV.C.13-6: IESS Minutes, 12/9/14; IESS Minutes, 12/11/14; IESS minutes, 2/2/15).

e. The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports (IV.C.13-7: IESS committee agendas for 2013-2015); (IV.C.13-8: IESS Accreditation Update PPT, 11/19/14); (IV.C.13-9: IESS Accreditation Recap PPT, 2/25/15); (IV.C.13-10: IESS Accreditation Update PPT, 3/25/15); (IV.C.13-11: IESS Accreditation Update PPT, 4/29/15); (IV.C.13-12: IESS Accreditation Update PPT, 6/24/15); (IV.C.13-13: IESS committee minutes for 2014-2015).

f. In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college wide training, and offer technical support to help each college strengthen its accreditation infrastructure (IV.C.13-14: IESS Minutes 8/21/13); (IV.C.13-15: BOT minutes, 6/11/14).

g. Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on District wide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015 (IV.C.13-16: COW PPT, 4/29/15); (IV.C.13-17: BOT Minutes, 8/22/12); (IV.C.13-18: BOT Accreditation Update, 1/28/15).

h. In addition to its IESS committee, the Board reviews and approves all accreditation reports (IV.C.13-19: BOT Agendas, 3/12/14, 2/11/15 and 3/11/15).

i. The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities (IV.C.13-20: BOT Functional Area map, 9/17/15).

Analysis and Evaluation

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards.

Conclusion

The District meets this Standard.

Evidence

IV.C.13-1: BOT Accreditation Training Minutes, 11/3/12
IV.C.13-2: BOT Accreditation Training Minutes, 10/22/13
IV.C.13-3: BOT Accreditation Training Minutes, 12/10/14
IV.C.13-4: BOT minutes, 12/11/13, p. 4
IV.C.13-5: Accreditation Ad Hoc Committee agendas 2014
IV.C.13-6: IESS committee minutes 12/9/14, 12/11/14, and 2/2/15
IV.C.13-7: IESS committee agendas for 2013-2015
IV.C.13-8: IESS Accreditation Update PPT, 11/19/14
IV.C.13-9: IESS Accreditation Recap PPT, 2/25/15
IV.C.13-10: IESS Accreditation Update PPT, 3/25/15
IV.C.13-11: IESS Accreditation Update PPT, 4/29/15
IV.C.13-12: IESS Accreditation Update PPT, 6/24/15
IV.C.13-13: IESS committee minutes for 2014-2015
IV.C.13-14: IESS Minutes, 8/21/13
IV.C.13-15: BOT Minutes 6/11/14
IV.C.13-16: COW PPT, 4/29/15
IV.C.13-17: BOT Minutes, 8/22/12
IV.C.13-18: BOT Accreditation Update PPT, 1/28/15
IV.C.13-19: BOT Agendas, 3/12/14, 2/11/15 and 3/11/15
IV.C.13-20: BOT Functional Area map, 9/17/15

IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership

a. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities (IV.D.1-1: Synergy newsletters 2014-2015); (IV.D.1-2: District Accreditation newsletters, 2014-2015).

b. The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support (IV.D.1-3: Chancellor Cabinet agendas); (IV.D.1-4: Presidents Council agendas).

c. The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of

educational excellence and integrity with his executive staff and college presidents (IV.D.1-5: Chancellor retreat agendas, 2014).

d. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus (IV.D.1-6: WLAC College President Job Description, 2015).

e. The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits (IV.D.1-7: Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8: Agendas from DAS Summits, 2013-2015); (IV.D.1-9: DAS Academically Speaking newsletter, Fall 2015).

f. The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals (IV.D.1-10: DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-11: Chancellor Budget Recs, 8/26/15).

g. In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process (IV.D.1-12: WLAC Press Release announcing interim President, 6/25/15).

Clear Roles, Authority and Responsibility

h. The Los Angeles Community College District participated in the ACCJC's multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "…*develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement*." In response, the District renewed its dedication to, and focuses on, these activities (IV.D.1-13: ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7).

i. In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified (IV.D.1-14: LACCD District/College Functional Area map, 2008).

j. In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 Districtwide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined (IV.D.1-15: LACCD Governance and Functions Handbook, 2010); (IV.D.1-16: Committee Description template); (IV.D.1-17: College governance handbook template).

k. In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division (IV.D.1-18: LACCD Governance and Functions Handbook, 2013).

l. In Fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also

reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2) (IV.D.1-19: ESC 2014 Program Reviews); (IV.D.1-20: Draft Functional Area maps 2015).

m. In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases (IV.D.1-21: SIS maps).

Analysis and Evaluation

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC's revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

Conclusion

The District meets this Standard.

Evidence

IV.D.1-1: District newsletters 2014-2015
IV.D.1-2: District Accreditation newsletters, 2014-2015
IV.D.1-3: Chancellor's Cabinet agendas
IV.D.1-4: Presidents Council agendas, 2012-2015
IV.D.1-5: Chancellor cabinet retreat agendas, 2014
IV.D.1-6: WLAC college president Job Description, 2015
IV.D.1-7: Agendas from DAS Consultation Meetings with Chancellor, 2014-2015
IV.D.1-8: Agendas from DAS Summits, 2007-2015
IV.D.1-9: DAS Academically Speaking newsletter, Fall 2015

IV.D.1-10: DBC Minutes, 7/15/15 and 8/13/14
IV.D.1-11: Chancellor Budget Recommendations, 8/26/15
IV.D.1-12: WLAC Interim President Press Release, 6/25/15
IV.D.1-13: ELAC Accreditation Evaluation Report, March 23-26, 2009, pp. 6-7
IV.D.1-14: District/College Functional map, 2008
IV.D.1-15: LACCD Governance and Functions Handbook, 2010
IV.D.1-16: Committee Description template
IV.D.1-17: College Governance and Functions Handbook template
IV.D.1-18: LACCD Governance and Functions Handbook, 2013
IV.D.1-19: ESC 2014 Program Reviews
IV.D.1-20: Draft Functional Area maps 2015
IV.D.1-21: SIS maps

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District's early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made "downtown." Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

<u>**Evidence of Meeting the Standard**</u>

a. In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center (IV.D.2-1: 1998 decentralization policy).

Delineation of Responsibilities and Functions

b. Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as Districtwide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that

time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015 (IV.D.2-2: District Functional Area maps, 2015); (IV.D.2-3: Functional Area map review request email).

Effective and Adequate District Services

c. The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges' missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission (IV.D.2-4: 2013 LACCD Governance and Functions Handbook, p. 51-57).

- **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

- **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

- **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

- **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

- **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

- **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

- **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

- **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

d. Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In Fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges (IV.D.2-5: DOSO evaluations, 2008-2009); (IV.D.2-6: DOSO evaluations 2011-2012).

e. Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on District wide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District's colleges (IV.D.2-7: Fall 2014 Accreditation Newsletter "*ESC Begins Revitalized Program Review Cycle*"); (IV.D.2-8: Program Review workshop agendas, 2014); (IV.D.2-9: Program Review Template, 2014).

f. An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans,

directors, vice presidents, and presidents participated in the survey over a period of five weeks (IV.D.2-10: 2014 ESC Services Surveys).

g. As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC (IV.D.2-11: 2014 ESC Services Survey Analyses); (IV.D.2-12: Program Review Update PPT, 2/20/15); (IV.D.2-13: Draft ESC Program Review Manual, 10/1/15).

Allocation of Resources

h. The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability (IV.D.2-14: Budget Allocation Mechanism, 2012); (IV.D.2-15: Financial Accountability Measures, 2013); (IV.D.2-16: ECDBC recommendation on LAHC deferral request, 6/10/15); (IV.D.2-17: LAHC Debt Referral Request PPT to BFC, 9/16/15).

Analysis and Evaluation

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data

driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Conclusion

The District meets this Standard.

Evidence

IV.D.2-1: BOT Agenda, BT7 decentralization policy, 5/4/1998
IV.D.2-2: District Functional Area maps, 2015
IV.D.2-3: Functional Area map review request email, 7/24/15
IV.D.2-4: 2013 LACCD Governance and Functions Handbook, p. 51-57
IV.D.2-5: DOSO evaluations 2008-2009
IV.D.2-6: DOSO evaluations 2011-2012
IV.D.2-7: Fall 2014 Accreditation Newsletter, "*ESC Begins Revitalized Program Review Cycle*"
IV.D.2-8: Program Review workshop agendas, 2014
IV.D.2-9: Program Review Template, 10/1/15
IV.D.2-10: 2014 ESC Services Surveys
IV.D.2-11: 2014 ESC Services Survey Analyses
IV.D.2-12: Program Review Update PPT, 2/20/15
IV.D.2-13: Draft ESC Program Review Manual, 10/1/15
IV.D.2-14: Budget Allocation Mechanism amendment, 6/3/12
IV.D.2-15: Financial Accountability Measures, 10/9/13
IV.D.2-16: ECDBC recommendation on LAHC deferral request, 6/10/15
IV.D.2-17: LAHC Debt Referral Request PPT to BFC, 9/16/15

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

<u>**Evidence of Meeting the Standard**</u>

Allocation and Reallocation of Resources

a. The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions (IV.D.3-1: DBC webpage screenshot, 8/2015).

b. In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses (IV.D.3-2: BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model).

c. In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan (IV.D.3-3: DBC minutes 5/18/11).

d. Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:
   - Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
   - Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services (IV.D.3-4: ECDBC Budget Allocation Model Recommendation, Jan 2012).

e. The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy

recommendations were forwarded (IV.D.3-5: BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12); (IV.D.3-6: District Budget Allocation Evaluation).

f. The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending. The Board's Budget and Finance Committee regularly monitors colleges' costs per FTES and deficits (IV.D.3-7: BOT agenda BF4, Financial Accountability Measures, 10/9/13); (IV.D.3-8: BFC agenda, minutes and handouts on Costs per FTES, 10/8/14).

g. The District's adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support (IV.D.3-9: FAC meeting minutes 6/13/12).

Effective Control Mechanisms

h. The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability (IV.D.3-10: 2014-15 Quarterly Projections).

i. College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

j. The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

k. Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see Standard IV.D.2) (IV.D.3-7: BOT agenda, BF4, Financial Accountability Measures, 10/9/13).

<u>Analysis and Evaluation</u>

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis.

<u>Conclusion</u>

The District meets this Standard.

<u>Evidence</u>

IV.D.3-1: DBC webpage screenshot, August 2015
IV.D.3-2: BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
IV.D.3-3: DBC minutes 5/18/11
IV.D.3-4: ECDBC Budget Allocation Model Recommendation, Jan 2012
IV.D.3-5: BOT agenda, BF4, Budget Allocation model amendment, 6/13/12
IV.D.3-6: District Budget Allocation Evaluation
IV.D.3-7: BOT agenda, BF4, Financial Accountability Measures, 10/9/13
IV.D.3-8: BFC agenda, minutes and handouts on Costs per FTES, 10/8/14
IV.D.3-9: FAC minutes 6/13/12
IV.D.3-10: 2014-15 Quarterly Projections

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve.

<u>**Evidence of Meeting the Standard**</u>

a. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team (IV.D.4-1: HR Guide R-110 Academic Administrator Selection, 7/31/15).

b. The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session (IV.D.4-2: College president Self Evaluation packet); (IV.D.4-3: BOT agendas w/President evaluations, 2011-2014).

c. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain "*a balanced budget, as well as the efficient and effective utilization of financial resources.*" These measures also require that the Chancellor *"...review the college's fiscal affairs and enrollment management practices as part of the college president's annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president's contract*" (IV.D.4-4: BOT Agenda BF2, 10/9/13).

d. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state *"...the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the* college presidents *and holds them accountable for the operations and programs offered at District colleges.*" Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website (IV.D.4-5: Chancellor Functional Area map, 2015).

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges.

Conclusion

The District meets this Standard.

Evidence

IV.D.4-1: HR Guide R-110 Academic Administrator Selection, 7/31/15
IV.D.4-2: College president Self Evaluation packet
IV.D.4-3: BOT agendas w/President evaluations, 2011-2014
IV.D.4-4: BOT agenda BF2, 10/9/13
IV.D.4-5: Chancellor Functional Area map, 2015

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP), *Vision 2017*, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities (IV.D.5-1: District Strategic Plan: Vision 2017, 2/6/13).

Evidence of Meeting the Standard

District Strategic Plan, Planning Integration

a. LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District's Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015 (IV.D.5-2: LACCD Integrated Planning Manual, 2015).

b. DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three-year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples District wide discussion (IV.D.5-3: college effectiveness report template); (IV.D.5-4: IESS Committee agenda on IE Reports).

c. College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting

process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle (IV.D.5-5: BOT agenda, Annual Board Leadership & Planning Session, 8/19/15); (IV.D.5-6: DPAC agenda 6/26/15); (IV.D.5-7: DPAC agenda, 8/28/15).

d. The District Technology Plan created a framework of goals and a set of actions to guide District wide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning (IV.D.5-8: District Technology Strategic Plan, 3/9/11); (IV.D.5-9: District Technology Implementation Plan, 3/21/13).

e. District-college integration also occurs during operational planning for District wide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees (IV.D.5-10: SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-11: SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-12: SSI Steering Committee Minutes, 8/22/14); (IV.D.5-13: SIS Fit-Gap agendas, 2013).

f. Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process (IV.D.5-14: Quarterly College FTES meetings, 2014-2015); (IV.D.5-15: Quarterly enrollment reports to DBC); (IV.D.5-16: Quarterly enrollment reports to BFC); (IV.D.5-17: Budget Allocation Model, 2012 amendment).

Planning Evaluation

g. Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
   • The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
   • District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (*see Standard IV.D.1*).

- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (*see Standard IV.D.2*).
- Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative (IV.D.5-18 DPAC agendas, June-Aug 2015); (IV.D.5-19 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15).

Analysis and Evaluation

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for District wide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a district wide basis.

Conclusion

The District meets this Standard.

Evidence

IV.D.5-1: District Strategic Plan: Vision 2017, 2/6/13
IV.D.5-2: LACCD Integrated Planning Manual, 2015
IV.D.5-3: College Effectiveness Report template

IV.D.5-4: IESS Committee agendas on IE report approval, 2012-2015
IV.D.5-5: BOT agenda, Annual Board Leadership & Planning Session, 8/19/15
IV.D.5-6: DPAC agenda, 6/26/15
IV.D.5-7: DPAC agenda, 8/28/15
IV.D.5-8: District Technology Strategic Plan, 3/9/11
IV.D.5-9: District Technology Implementation Plan, March, 3/21/13
IV.D.5-10: SSSP new DEC service categories PowerPoint, 2014
IV.D.5-11: SSSP Counselor Training PowerPoint, 2014
IV.D.5-12: SSI Steering Committee Minutes, 8/22/14
IV.D.5-13: SIS Fit-Gap agendas, 2013
IV.D.5-14: Quarterly College FTES meetings, 2014-2015
IV.D.5-15: Quarterly enrollment report to DBC, 5/20/15
IV.D.5-16: Quarterly enrollment report to BFC, 9/16/15
IV.D.5-17: Budget Allocation Model, 2012 amendment
IV.D.5-18: DPAC minutes, June-Aug 2015
IV.D.5-19: BOT Agenda 9/2/15
IV.D.5-20: IEPI 2015-16 Goals Framework, 5/27/15

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees, which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

<u>**Evidence of Meeting the Standard**</u>

a. In total, the District has 46 district wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet (IV.D.6-1: Screenshot of District Intranet of Councils and Committees).

b. **Seven District wide Executive Administrative Councils** meet monthly: (1) Chancellor's Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff's Oversight Committee (IV.D.6-2: District wide Executive Administrative Councils 2015 update).

c. The **Councils of Academic Affairs, Student Services, and the District Administrative Council** are responsible for the review and study of district wide instructional, student services, and administrative operational and programmatic issues. Executive

Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC (IV.D.6-3: Chancellor's Directive 70).

d. **Four District-level Governance Committees** meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet (IV.D.6-4: District-level Governance committee 2015 update).

e. In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public (IV.D.6-5: District-level Governance Committee webpage screenshot).

c. **Sixteen Operational Committees** meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting (IV.D.6-6: District Coordinating Committees 2015 update); (IV.D-7: Email report to list serve, 2015).

d. **Five Academic Initiative Committees** coordinate District wide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success (IV.D-8: District Academic Initiative Committees, 2015 update).

e. Information Technology maintains **78 active list serves.** These list serves include the District wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs,

counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members (IV.D.6-9: District List serve list).

f. In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives (IV.D.6-10: sample BOT agenda email).

g. Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website (IV.D.6-11: OGC Board Rule & Admin Reg Revision Notices, July-August 2015).

h. The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District's new student records system (IV.D.6-12: LACCD newsletters); (IV.D.6-13: Chancellor bulletins); (IV.D.6-14: Accreditation newsletters); (IV.D.6-15: Diversity newsletters); (IV.D.6-16: SIS newsletters); (IV.D.6-17: Wellness newsletters); (IV.D.6-18: Bond Program newsletters); (IV.D.6-19: SIS forum PowerPoint).

i. The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability (IV.D.6-20: Chancellor weekly email updates).

j. The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges (IV.D.6-21: DAS Communication, 2014-15).

k. In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee,

council, and program information has improved the public's and District employees' access to information about the District (IV.D.6-22: Web redesign meeting, 10/13/11).

Analysis and Evaluation

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed district wide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies, which will be reviewed by DPAC in upcoming meetings.

Conclusion

The District meets this Standard (IV.D.5-23: District wide Communication PPT, 9/25/15).

Evidence

IV.D.6-1: Screenshot of District Intranet of Councils and Committees
IV.D.6-2: District wide Executive Administrative Councils 2015 draft update
IV.D.6-3: Chancellor's Directive 70, 8/30/94
IV.D.6-4: District-level Governance committee 2015 update
IV.D.6-5: District-level Governance committee webpage screenshot
IV.D.6.6: District Coordinating Committees 2015 update
IV.D.6-7: Email report to list serve, 2015
IV.D.6-8: District Academic Initiative Committees, 2015 update
IV.D.6-9: District List serve list
IV.D.6-10: Sample BOT agenda email
IV.D.6-11: OGC Board Rule and Admin Regs Revision Notices, July-August 2015
IV.D.6-12: LACCD newsletters
IV.D.6-13: Chancellor Bulletins

IV.D.6-14: Accreditation newsletters
IV.D.6-15: Diversity newsletters
IV.D.6-16: SIS newsletters
IV.D.6-17: Benefits and wellness newsletters
IV.D.6-18: Bond Program newsletters
IV.D.6-19: SIS forum PowerPoints
IV.D.6-20: Chancellor weekly email updates
IV.D.6-21: DAS Communication, 2014-15
IV.D.6-22: Web redesign meeting, 10/13/11
IV.D.6-23: District wide Communication PPT, 9/25/15

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

<u>**Evidence of Meeting the Standard**</u>

Governance and Decision-Making Assessment, Effectiveness and Communication

a. In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation (IV.D.7-1: 2009 District Governance Survey Tool); (IV.D.7-2: 2010 District Governance Assessment Report, 2/26/10).

b. The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

   ▪ Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;

- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of district wide decision-making in relation to the District's stated mission (IV.D.7-3: 2012 District Governance Survey Tool and Results); (IV.D.7-4: 2015 District Governance Survey Tool).

c. The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board's Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement (IV.D.7-5: District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15); (IV.D.7-6: District-level Governance and Decision-making Assessment Analysis, 8/19/15); (IV.D.7-7: 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8: DPAC 2015-16 Work Plan, 8/28/15).

d. In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees' work plans (IV.D.7-9: District wide Committee Self-Evaluation form); (IV.D.7-10: DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-11: DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-12: JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-13: TPCC self-evaluation 2011-2015, 8/2015).

e. Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

f.   The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all district wide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: District wide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015 (IV.D.7-14: Updated District Council and Committee list, 9/2/15).

Analysis and Evaluation

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual) (IV.D.7-15: Governance Evaluation Timeline, 8/27/15); (IV.D.5-2: LACCD Integrated Planning Manual).

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites.

Conclusion

The District meets this Standard (IV.D.7-8: DPAC 2015-16 Work Plan, 8/28/15); (IV.D.7-16: Updated DPAC Charter, 6/22/15).

Evidence

IV.D.7-1: 2009 District Governance Survey Tool
IV.D.7-2: 2010 District Governance Assessment Report, 2/26/10
IV.D.7-3: 2012 District Governance Survey Tool and Results
IV.D.7-4: 2015 District Governance Survey Tool

IV.D.7-5: District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15

IV.D.7-6: 2014-15 District-level Governance and Decision-making Assessment Analysis, 8/19/15

IV.D.7-7: 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15

IV.D.7-8: DPAC 2015-2016 Work Plan, 8/28/15

IV.D.7-9: District wide Committee Self-Evaluation form

IV.D.7-10: DBC self-evaluation 2012-2014

IV.D.7-11: DPAC self-evaluation 2012-2014

IV.D.7-12: JLMBC self-evaluation 2011-2012

IV.D.7-13: TPCC self-evaluation 2011-2012, 7/19/12

IV.D.7-14: Updated District Council and Committee list, 9/2/15

IV.D.7-15: Governance Evaluation Timeline, 8/27/15

IV.D.7-16: Updated DPAC Charter, 6/22/15

QUALITY FOCUS ESSAY

H. Quality Focus Essay

Selection Process of the Action Projects for the Quality Focus Essay

Los Angeles Southwest College has made progress and improvements since the last comprehensive team visit in March 2012. Thereafter, two follow-up visits with reports occurred in April 2013, and in April 2014. These two follow-up visits were the result of findings from the Accreditation Evaluation Team that conducted the comprehensive visit in March 2012. Subsequently, the Evaluation Team made six recommendations. When the College began its current self-evaluation activities in fall 2014, we focused our attention on identifying areas of institutional effectiveness and quality improvements that were previously addressed in the recommendations received following our 2012 comprehensive visit. As the College began to develop the 2015 self-evaluation report, evidence emerged indicating that the College should take action in specific areas to improve educational quality and institutional effectiveness in order to support and improve student learning and achievement. In this essay, three areas requiring the development of action projects are described based on evidence from our 2015 self-evaluation report. This essay will discuss the specific themes that emerged and that will require continued development, institutionalization, or expansion.

Two of the recommendations mentioned above represent the Evaluation Team findings from the 2012 and 2006 comprehensive visits. The first recommendation indicated that the College should use the developed planning model to improve institutional effectiveness and improve the quality of programs and services. The college interpreted this to mean that planning, assessment, and implementation of improvement plans, as they are related to the College's processes and operations, is essential to the College's continued effectiveness. Further, the second recommendation from 2012, and 2006 found that the College should work to ensure that students, no matter how they receive instruction, have access to the same high quality of services and these services must be reliable, appropriate, and comprehensive. These two recommendations are a focus in this essay because our analysis of the evidence in the 2015 Self Evaluation Report indicates that the College has not fully addressed these elements as they are related to the new ACCJC Standards. For example, while there may be additional areas of the new Standards that the College does not meet, we have chosen to focus attention on developing action plans in the following areas. Thus, the broad areas that emerged from the analysis of evidence in the 2015 Self Evaluation Report are planning and assessment, student learning outcomes, professional development, and resource allocations. These themes were discussed in workshops and retreats where constituent groups representing students, faculty, and staff were included. Elements of Standards I, II, III, and IV will be identified as they relate to the areas of focus. The specific elements of the Standards will be addressed in the chart that describes the action plans that will be used as a guide to improve student learning, educational quality, and institutional effectiveness.

The College began the self evaluation process for the March 2016 comprehensive evaluation team visit in the fall of 2014. While preparing the 2015 Mid-Term report, themes also emerged related to assessment of student learning, assessment of planning processes,

program review, and an evaluation of programs and services we offer students. Using the elements of the Strategic Plan to guide the College in improving the quality of services and processes, the College determined that these activities should be ongoing. In addition, during the development of the 2015 Midterm report as well as during the development of the 2015 Self Evaluation Report the College determined that a divergence between plans and subsequent action continues. The 2006 recommendations addressed the College's limited focus on creating viable plans for staff development for all employees and establishing a Distance Education program beginning with the development and subsequent submission of a Substantive Change Proposal to the Commission. Moreover, integrating the plans that have been developed to address our enrollment, technology, career and technical education programs and services have not been addressed to the extent that the College can improve institutional effectiveness in these key areas.

While the College should use the elements of all Commission Standards to guide the development of plans to improve institutional effectiveness, there are specific elements of the Standards that provide the College with a viable guide to assist the college in making improvements. For example, during the development of the 2015 Self Evaluation Report it became clear that the College had not completed the assessment cycle for 100 percent of all courses, programs, and degrees. Although learning outcomes are described for all LASC active courses, the College must demonstrate that the outcomes developed for the courses are assessed and the results are used to determine whether students demonstrate what they have learned. More importantly, establishing outcomes and assessing the outcomes to improve the effectiveness of College instructional programs and student support services is essential.

The chart below describes the crosswalk the College developed to identify the relationship between the 2002 standards and the 2014 Standards.

Recommendations 2012	2002 Standards	2014 Standards
College Recommendation 1	I.B.3, I.B.4, I.B.6	I.B, I.B.2, I.B.3, I.B.4,
College Recommendation 2	II.A.2.b, II.A.2.h, II.A.6.c	II.A.1, II.A.1,II.A.2.b,d,e,f, ER 9,
College Recommendation 3	III.B.3.a	III.B.2
College Recommendation 4	II.C.1, II.C.2, III.D.1.a	II.B, II.B.1, II.B.4, III.D
College Recommendation 5	III.A.1.b	III.A.14, III.C.4
College Recommendation 6	IV.A.3	IV.A.2.b

This crosswalk was used to assist the College during the analysis of evidence that emerged from the 2015 Self Evaluation Report. During the College's fall 2014 Planning Retreat and during subsequent planning retreats and meetings to address the review and analysis of the College's Strategic Plan, Educational Master Plan, Facilities Plan, and Technology Plan, dialog about needed changes and improvements to enhance student learning and achievement occurred. This dialog continued in subsequent meetings of College Council, the Budget and Planning, and the Strategic Planning Committee.

As mentioned previously, based on the analysis of the evidence, or lack thereof, information emerged from activities to develop the 2015 Midterm and 2015 Self Evaluation Report that focused the College's attention on needed changes, and improvements that should be made to improve student learning and achievement as well as our overall institutional effectiveness. The three "plans for improvement" are summarized below. These plans will be integrated into the College's ongoing planning and decision-making processes. The plans include multi-year timelines for completion during the next seven-year cycle. Components of the improvement plans include:

- Identification of the improvement plan
- The College's desired goals
- Actions to implement the plans
- Timeline
- Parties responsible for implementation and sustainability of the plans
- Resources
- Evaluation of the outcomes and effectiveness of the plans

These plans are not static, and even as this essay is written, components of the plans will be further refined prior to the 2016 Comprehensive Team visit in March. Components of the plans will be discussed at Strategic Planning Retreats, Accreditation Workshops, and Professional Development sessions, on a consistent basis. The three areas of focus for the plans are: (1) Learning Outcomes Assessment, (2) Planning Integration (3) Professional Development. The information below further describes the action projects, related to the Standards, that will need change, development, and improvement to ensure the College will identify, implement, report, and evaluate the action projects described below.

Action Project 1: Learning and Service Outcomes Assessment

Part I – Background

During the development of the 2015 Midterm report, analysis of the evidence used in the 2014, and 2013 follow-up reports indicated that the College should continue to implement the recently developed plan to conduct learning outcomes assessments for instructional, student and administrative services areas of the College. Planning agendas in the reports identified the primary tool for analysis as the Program Review process. Through this process the College determined what resources were needed for what programs. However, outcomes assessments for SLOs, PLOs, GELOs and ILOs were not taking place during a regular cycle in all instructional and non-instructional areas. In some cases, outcomes assessments had not been conducted at all. While evidence on student learning and achievement was collected by the College's Research Department this data along with established learning outcomes for active courses, certificates, and degrees was not being assessed to determine the effectiveness of those outcomes on student learning and achievement.

Part II – Findings from the Standards Analysis

As the College began to emerge from the consequences of the decline in student enrollment evidence indicated the need for the College to validate that instructional programs and services were reaching all segments of the intended population. This meant that the review of outcome assessment data would be useful in developing planning agendas to address success rates for all students. With this in mind, in 2014 the College reviewed its mission statement and made appropriate changes. The College will continue to review the mission statement, as appropriate to further define its intentions to help students learn and achieve academic success no matter the mode of delivery. Further, since 2011 the College has implemented newly developed plans to improve institutional effectiveness and academic quality. Further, the College strives to consistently determine effective ways to increase the engagement in the improvement of processes to support student learning and achievement. (Standards I.A.1, 1.B.1, 1.B.2, I.B.6, I.B.9, II.A.1, II.A.3, II.A.4, II.A.6, II.A.12, II.A.13, II.A.14, II.B.1, II.B.3, II.C.3, II.C.2, II.C.5, II.C.7, III.A.6, III.C.4, III.D.1, IV.B.3)

Part III - Timeline

Action Project 1 – Learning Outcomes: Assessment

When	Phase	Task	Performance Metric	Responsibility
2015-2016	Identify	Assign full-time faculty Coordinator to assist faculty and staff in identifying plan to map SLOs, ILOs, PLOs and GELOs. Identify technology, software, and equipment resources needed to map all LO's	Map 100% of course LOs to ILOs, PLOs, and GELOs for all programs, degrees, and certificates	VP of Academic Affairs, LOs Coordinator Department Chairs Deans, Academic Affairs and Student Services
		Develop survey tool for use by AA, SS, AS areas to determine level of participation in outcomes assessment by faculty, staff, students	Use survey tool to determine level of campus participation in mapping activity.	Dean, Institutional Research and Advancement, VP AA
		Develop a realistic and achievable timeline to complete a full cycle for 100% of LO assessments by December 2016.	25% of assessments will be completed by September 2016, 25% by January 2017, 25% by April 2017, and 25% September 2017 to ensure 100% completion of all LO assessments by December 2017.	VP Academic Affairs LO Coordinator Department Chairs Deans
		Review and implement current process for GELO, ILO, and PLO assessment and documentation	Document review and make changes to current assessment process	VP Academic Affairs LO Coordinator Deans, Department Chairs

| | | Review and modify as appropriate LOs for all non-instructional areas | Administrative and Student Services areas review, modify, assessment outcomes as appropriate | Student Services managers and staff

Administrative Services managers and staff |
|---|---|---|---|---|
| 2016-2017 | Implement | Conduct assessment and document results for all LOs according to established LOs and mapping | 100% of instructional, student, and administrative service areas reflect assessment of identified LO's by December 2017 | Academic Affairs

Student Services

Administrative Services |
| 2016-2017 | Report | Prepare draft report for review and feedback of campus constituents on the completion of all outcomes assessments.

Prepare revised report to be used as baseline for continuous improvement in LOs assessment and implementation | Post report on College website and distribute to Campus constituents.

Distribute results and conduct dialog about continued assessments for improvements | VPAA, VPSS, VPAS, ALO, Dean of Institutional Research,

Deans, Academic Affairs and Student Services, Department Chairs

PIO, President |
| 2017-2018 | Evaluate | Use evaluation criteria from outcomes assessment plan to evaluate the outcomes and effectiveness of this Action plan, then implement changes and continue assessment cycle with changes, or improvements | Determine the number of improvement plans to be implemented upon completing the final step of the outcomes assessment plan,

Create new strategies to improve the next cycle | VPAA, VPSS, VPAS, ALO, Dean of Institutional Research,

Deans, Academic Affairs and Student Services, Department Chairs

PIO, President |

Action Project 2: Planning Integration

Part I – Background

During the process of examining the evidence to develop the 2015 Midterm Report, the College addressed College Recommendation Number 1. This recommendation was received after the 2012 Evaluation Team visit. After the College's submission of a Follow-up Report and subsequent visit by the Team Chair in 2013, the College received a Commission Action Letter that informed the College of the determination that based on the College's work, College Recommendation 1 had been fully addressed and 2002 Standards I.B.3, I.B.4, I.B.6 had been met.

The College is committed to continuous quality improvement to ensure student learning and achievement. The Strategic Planning Committee, Chaired by the Dean of Research and Institutional Advancement, and co-chaired by a full-time faculty member, has the primary responsibility of engaging the campus community in the planning process. Program Reviews occur on an annual basis, and there are "how to" manuals that assist faculty and staff in the development of instructional and non-instructional Program Review reports. Completed program review documents are archived on the College's website. The Strategic Planning Committee has conducted two evaluations of the planning process. Results from these evaluations are being used to improve this process. The current President participates in Accreditation Workshops and Strategic Planning Retreats. However, engaging more campus constituents in the work of integrated planning is necessary to support and improve student learning and achievement.

Part II – Findings from the Standards Analysis

Campus dialog about the integration of planning processes, in all areas, is not as robust as it could be. While some dialog occurs in the form of status updates on the revision of existing plans, the College believes that dialog about the impact of action items and outcomes assessments resulting from any of the plan elements should occur on a regular basis. Several plans, including the Educational Master Plan, Facilities Masters Plan, and the Technology Plan have not been updated since 2012-2013, and the impact of any revisions to these plans is essential to all planning activities. The College must integrate and align the elements of the Student Equity Plan, and the Student Services and Support Plan into all planning and outcomes assessment activities. Resource elements are a part of the plans and the Colleges must clarify how these resources will be used during the implementation phase of this Action Project. The College's desired outcome of planning integration is the consistent improvement in student learning and achievement, as well as improvements in institutional effectiveness resulting from the use of assessment data and dialog about the evidence from all planning processes, in all areas. During the analysis of the evidence to develop the 2015 Self Evaluation Report the College found that the integration of all college plans was limited. Several 2014 Standards specifically address integrated planning and alignment with outcomes assessments in instructional, student, and administrative service areas. As the

College makes the transition from the 2002 standards to the 2014 standards we view this as an opportunity to re-align our planning to improve institutional effectiveness and increase student achievement. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.7-9, II.A.2, II.A.4, II.A.6, II.A.16, II.B.1, II.B.3, II.C.3-4, III.A.14, III.B.2-4, III.C.2, III.D.1-4, III.D.11, IV.A.2, IV.A.6, IV.B.1).

Part III – Timeline

Action Project 2 – Planning Integration

When	Phase	Task	Performance Metric	Responsibility
2015-2016	Identify	Document and publish status of all current planning documents Develop survey tool and use to determine level of knowledge among campus constituents about all planning documents Review college planning documents to determine alignment with all college and District planning documents Develop achievable and realistic timeline to implement planning agendas based on goals included in planning documents	Status of planning documents will be published on College's "Shared governance Portal" Conduct survey by distributing to all campus constituents, including actively enrolled students. Create functional map to illustrate areas of alignment with College and District plans 100% of all plans will be reviewed, and updated including the alignment with college and district plans by December 2016	Dean, Institutional Research, Strategic Planning Committee PIO VPAA, VPSS, VPAS
2016-2017	Implement	Conduct implementation of all integrated planning processes related to specific planning documents, i.e. Technology Plan, Facilities Master Plan, Educational Master Plan, Enrollment Management Plan, and Strategic Plan	100% of all elements of the updated planning documents will be implemented to determine effectiveness of planning components. Data will be published on the college website by December 2017	Dean, Institutional Effectiveness, Strategic Planning Committee Deans, Academic Affairs, Student Services VPAA. VPSS, VPAS PIO
2017-2018	Report	Prepare status report of implementation projects associated with each plan Campus constituents review report and provide feedback to determine the level of	Distribute status reports to campus constituents in fall 2017 for review and feedback Gather feedback data and review previously developed functional map to determine	Dean, Institutional Effectiveness Strategic Planning Committee Deans, Academic Affairs

		integration between each plan	what changes are needed	VPAA, VPSS, VPAS
2018-2019	Evaluate	Conduct evaluation of all planning documents to determine effectiveness	100% of planning documents will be evaluated to determine alignment with College Mission and Vision	Dean, Institutional Effectiveness Strategic Planning Committee Deans, Academic Affairs VPAA, VPSS, VPAS

Action Project Three – Professional Development

Part I – Background

Findings from the 2012 comprehensive evaluation visit indicated that the College did not meet 2002 Standard III.A.1.b. This was listed as College Recommendation 5 in the 2014 Commission Action Letter. In Follow-up Reports submitted by the College during 2013 and 2014, the College addressed the deficiencies that led to this recommendation and later met the Standard requirements. The College took steps to ensure that professional development activities for faculty were defined in a Professional Development Plan, which was created in 2013. The plan will be reviewed and updated in 2016. The Professional Growth Committee conducted surveys to determine faculty attitudes and preferences for activities to assist them in improving student achievement and student learning. A plan is in place to conduct a New Faculty Orientation each fall semester for all incoming faculty. The Professional Growth Committee manages these activities. The College also participates in the District's Faculty Teaching and Learning Academy that is a joint initiative between the District and the District Academic Senate. Efforts to expand professional development opportunities for the College's faculty are ongoing. However, several areas of the 2014 Standards indicate that professional development is an area of expansion for *all* employees on campus in support of student learning and achievement and improvements in institutional effectiveness.

Part II – Findings from the Standards Analysis

During the analysis of the evidence for the College's 2015 Self Evaluation Report, the College found that several elements of the 2014 Standards address professional development of faculty and staff. While the College has a viable professional development plan for faculty, we determined that we must also include activities for staff and administrators. This includes providing opportunities for all College employees that are consistent with the College mission and based on the expanding needs of students. As the College strives to improve student learning and achievement for a diverse student population, as well as improve College operations and practices, these professional development activities also include developing training opportunities for all employees in the use of technology in the classroom and to complete operational activities in various areas of the College. Further, there is a need for developing professional development activities to ensure that all

employees learn about the changes the College must make to improve student learning and to ensure that learning is at the core of all College activities. Opportunities for learning about the integration of program review, planning and resource allocation into a comprehensive process are appropriate to the expansion of a professional development plan. (Standards I.B.9, II.B.1, III.A.14, III.C.4, IV.B.1)

Part III – Timeline

When	Phase	Task	Performance Metrics	Responsibility
2015-2016	Identify	Review current professional develop plan Identify components in current plan that can be expanded to include opportunities for learning for all college employees Develop survey tool to assess professional development needs of faculty and other personnel Develop realistic and achievable timeline to conduct professional development workshops or other learning opportunities Determine what processes ensure that professional development activities address identified needs Review current professional development awards activities for all employees	Map components in current professional development plan and create Distribute survey to all college employees. Analyze and publish results Publish timeline to include dates during both spring and fall semester to conduct learning activities Advertise professional development activities Determine strategies for developing a combined awards ceremony for faculty and staff	Dean, Institutional Effectiveness Professional Growth Committee Academic Senate Classified Representatives from all areas on campus Administrators
2016-2017	Implement	Identify resources to support professional development activities during fall and spring semester Determine evaluation criteria for professional development activities	Commit resources to ensure that professional development activities are ongoing	President Administrators Dean, Institutional Effectiveness
2017-2018	Report	Prepare draft report that includes information about participants, and description of professional development activities	Publish and distribute Report to all participants in professional development activities	PIO Dean, of Institutional Effectiveness
2018-2019	Evaluate	Evaluate the impact of professional development activities on the improvement of teaching and learning	100% of professional development activities will be evaluated to identify trends and determine the impact on teaching and learning.	Dean, of Institutional Effectiveness Professional growth committee

I. Changes and Plans Arising out of the Self Evaluation Process

Los Angeles Southwest College used the new Standards as an opportunity to evaluate current practices and identify areas of deficiency to increase effectiveness and focus on student achievement, student learning, and the institutional mission.

Changes

Since the College began writing the self evaluation report in spring 2015, the College has experienced significant administrative turnover.

- The Interim Vice President of Student Services left to take a position at another college in May 2015. A second Interim Vice President of Student Services, who came out of retirement to oversee the Student Services Division, went back into retirement in December 2015. A permanent Vice President of Student Services was hired in December 2015 and will begin in January 2016.
- The Dean of Institutional Effectiveness left to take a position at another college in May 2015. This position has been flown and is expected to be filled in January 2016.
- The Dean of Grants and Special programs left to take a position at another college in June 2015. This position will be filled in the near future.
- The Dean of Student Support Programs left to take a position at another college in December 2015. This position will be filled in the near future.
- The Vice President of Administrative Services retired in December 2015. The College has an Interim Vice President of Administrative Services currently in place. This position will be filled in the near future.
- In addition to these changes, the College will start the process of hiring a Dean of Student Services.

The college has also experienced changes in the SLO Coordinator.

- When the College began writing its self evaluation report in spring 2015, the SLO Coordinator decided to step down in June 2015. The new SLO Coordinator started in July 2015 and stepped down in December 2015. A new SLO Coordinator, the third since the College began writing the self evaluation report, was named in December, and will start in January 2016.

Outside of the SLO Coordinator position, the College has maintained consistency in other faculty leadership positions since the College began writing its self evaluation report in spring 2015. These positions include:

- The Academic Senate President
- The Faculty Guild Chapter Chair
- The Chair of Chairs
- The Curriculum Coordinator
- The Program Review Coordinator

Future Action Plans

1. Update the College's mission statement (I.A.1.).

   - When the mission statement was last reviewed in 2014, the new Standards were not yet available. Now, the College is aware that addressing the types of degrees and other credentials the College offers is part of the new Standards and that the mission statement needs to be modified to address this. The College mission will be reviewed in spring 2016 and updated to address the types of degrees and other credentials the college offers.

2. Assess and evaluate SLOs and PLOs on a regular and continuous cycle (II.A.3.).
   - As noted in the self evaluation report, the College needs to implement a regular and continuous cycle of SLO and PLO assessment. The SLO Committee will review the College's assessment and evaluation process in spring 2016. The goal is to identify SLOs and PLOs that have been assessed and evaluated and those that have not, and place them on a regular and continuous cycle of assessment and evaluation.

3. Complete a substantive change for academic programs where more than 50% of a program can be offered online (ACCJC Substantive Change Requirement).

   - The Commission expects accredited institutions to undertake change responsibly and to continue to meet the Eligibility Requirements, Accreditation Standards, and Commission policies. To provide assurance of institutional quality to the public and to maintain Title IV financial aid funds for students of the institution, a *Substantive Change Proposal* must be submitted and approved by the Commission.
   - The College will be preparing to submit a Substantive Change Proposal to the ACCJC for approval of possibly two programs. The ACCJC has been notified, and the College will begin working on the Substantive Change Proposal in spring 2016 after the March 7, 2016 to March 10, 2016 team visit.

4. Update the College's plans and monitor progress (Standards I.A.3; III.B.3; III.C.2; and II.D.3)

In order to ensure that the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning, physical resources, technological resources, and financial resources, the College will:

- Update the Educational Master Plan by spring 2016
- Update the Facilities Master Plan by spring 2016
- Update the Technology Master Plan by spring 2016.

5. Evaluate the effectiveness of the resource allocation process in attaining the goals of the College plans (Standard I.A.3).

Although the College meets the standard, the College should review the resource allocation process in light of its growing enrollment, new certificates and ADT's, increasing general fund, and the increase in the SSSP and Equity funds. In addition to the aforementioned funds, the Career Technical Education (CTE), Basic Skills Initiative (BSI), and other restricted funds should be addressed as well. This review will begin in spring 2016, when the permanent Vice President of Administration is hired.

APPENDICES

Appendix A: Los Angeles Southwest College (LASC) Compliance with Federal Regulations and Commission Policies

Type	Compliance	Evidence	Notes
Public Notification of an Evaluation Visit and Third Party Comment	• LASC has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. • LASC will cooperate with the evaluation team in any necessary follow-up related to the third party comment. • The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.	• LASC has posted the Accreditation Self Evaluation site visit dates on its Accreditation webpage and provided a link to the Third Party Comment form online, inviting third party comments. • LASC will cooperate with the evaluation team in any necessary follow-up related to the third party comment. • LASC demonstrates compliance with the Commission Policy on Rights and Responsibilities by maintaining all correspondence and records on the accreditation history of the College, including its current status as an accredited institution. An accreditation link is provided to the College and the general public on the College homepage. External evaluation reports and Commission action letters are posted on the College's accreditation website within the appropriate accreditation cycle. All communication between the Commission and the institution is sent directly to the College president and made public on the College website.	• LASC will comply with the evaluation team in any necessary follow-up related to the third party comment. • LASC demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Type	Compliance	Evidence	Notes

Standards and Performance with Respect to Student Achievement	• LASC has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
	
	• LASC has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
		• The College has established institution-set standards appropriate to its mission, as noted in Standard I.B.3 of this report.
		
		• The Presentation of Student Achievement Data and Institution-Set Standards section of this report outlines other elements of student achievement performance for measurement that have been determined as appropriate to the institution's mission.
		
		• In 2013, the first year that institution-set standards were required by the ACCJC, the institution-set standards at LASC were developed by taking a five-year average of the outcomes of six measures:
		  o Successful Student Course Completion Rate (i.e. Course Success Rate)
		  o Student Degree Completion
		  o Student Certificate Completion (excluding CSU GE and IGETC transfer certificates)
		  o Student Transfer to four-year Colleges and Universities (CSU and UC only)
		  o State Licensure Exam Pass Rates
		  o Job Placement Rates (this new required measure was added for the 2015 reporting period).	

	• LASC has set standards for programs and across the College that are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well LASC fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
	• LASC analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
		• Through Program Review, LASC takes appropriate measures in areas where its performance is not at the expected level, and relies on other plans and data to close the performance gap. These plans include:
		    ○ LASC Student Success Support Program (SSSP) Plan
		    ○ LASC Equity Plan
		    ○ Basic Skills Initiative (BSI) Plan
		    ○ Career Technical Education (CTE) Plan
		• As noted in Standard I.B.3 of this report, in March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years.
		• After the Strategic Planning Committee discusses and evaluates the institution-set standards, they are approved and posted on the Strategic Planning Committee website.	

Type	Compliance	Evidence	Notes
Credits, Program Length, and Tuition	• Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). • The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). • Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). • Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. • The College demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits.*	• LASC verifies the assignment of credit hours and degree program lengths and regularly publishes reliable and accurate information across classroom-based courses, laboratory classes, and distance education classes both online in the schedule of classes and in the College Catalog. • As noted in Standard II.A.9 of the self-evaluation report, LASC awards course credit, degrees, and certificates based on units of credit awarded, and is consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education. • Tuition is consistent across degree programs at $46 per semester unit (which is set by the State). • As noted in the Policy on Institutional Degrees and Credits and Standard II.A.9 of this report, LASC conforms to the commonly accepted minimum semester program length of 60 semester credit hours to earn an Associate degree.	• LASC does not charge program-specific tuition. • LASC does not award credit based on the clock to credit hour conversion formula.

Type	Compliance	Evidence	Notes
Transfer Policies	• Transfer policies are appropriately disclosed to students and to the public. • Policies contain information about the criteria LASC uses to accept credits for transfer. • LASC complies with the Commission *Policy on Transfer of Credit*.	• As noted in the Policy on Transfer Credit and Standard II.A.10 of this report, Transfer Policies are disclosed in the College Catalog. • The policies contain information about the criteria LASC uses to accept credits for transfer. • LASC is in compliance with the Commission *Policy on Transfer of Credit*.	

Type	Compliance	Evidence	Notes
Distance Education and Correspondence Education	• LASC has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions. • There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).	• As noted in the Policy on Distance Education and on Correspondence Education in this report, LASC courses to be offered entirely online or in a hybrid format go through separate review and approval through the Curriculum Committee. • LASC follows accurate and consistent policies and procedures to determine distance education courses through the Curriculum Committee and the Distance Education Committee. • All class offerings, regardless of delivery mode, follow the same Course Outline of Record (COR) and Student Learning Outcomes (SLOs).	• LASC does not offer correspondence education

| | LASC has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected. The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. LASC demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*. | As noted in the Policy on Distance Education and on Correspondence Education in this report, the College LMS, Etudes, provides a secure login for students. Students are authenticated via an access portal connection through the District's Student Information System. This connection allows Etudes to use the same District-issued student credentials used in the District systems, and, as a result, there are no authentication fees charged to the student. LASC currently uses Etudes as its LMS. However, the College will move to Canvas as of Summer 2016. The current technology infrastructure is sufficient to maintain and sustain the distance education offerings. LASC demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*. The College contacted the ACCJC in fall 2015, alerting it that it will submit a substantive change after the spring 2016 visit. | |

Type	Compliance	Evidence	Notes
Student Complaints	• LASC has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. • The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. • The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. • LASC posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license LASC or any of its programs, and provides contact information for filing complaints with such entities. • LASC demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions.*	• As noted in the Policy on Student and Public Complaints against Institutions in this report, LASC has clear policies and procedures for handling student complaints that are available on the website and in the college catalog. • The student complaint files for the previous six years are housed in the Student Services Main Office. • LASC posts on its Accreditation website the names of associations, agencies and governmental bodies that accredit, approve, or license LASC or any of its programs, and provides contact information for filing complaints with such entities. • LASC demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions,* as it posts it accreditation status online on the Accreditation website and in the College Catalog.	

Los Angeles Southwest College | Institutional Self Evaluation Report 344

Type	Compliance	Evidence	Notes
Institutional Disclosure and Advertising and Recruitment Materials	• LASC provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. • LASC complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*. • LASC provides required information concerning its accredited status as described above in the section on **Student Complaints**.	• As noted in Standard I.C.I of this report, LASC provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies via multiple platforms: online, through the LASC Jumbotron, the College Catalog, Catalog Supplement, and Class Schedules, for example. • As noted in the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status* in this report, LASC accurately represents the educational programs and services it provides; accurately reports its location and contact numbers; articulates its mission, goals, and values; and accreditation status on the website and in the general catalog. Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct or complaints are presented in the college catalog.	

Type	Compliance	Evidence	Notes
Title IV Compliance	• The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. • The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not addressed in a timely manner, the institution demonstrates it has the fiscal and administrative capacity to address issues in a timely manner in the future and to retain compliance with Title IV program requirements. • The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates are near or meet a level outside the acceptable range. • The College's contractual relationships to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.	• LASC communicates with students and the general public regarding its Title IV Program. • LASC/LACCD regularly posts findings from audit reports conducted by independent auditors. • As noted in the Commission Policy on Institutional Compliance with Title IV, the most recent audit of the LASC program was during the 2014-2015 academic year. As of yet, there are no findings as a result of the audit from 2014-15. • The LACCD produces a report called the *Basic Financial Statements and Supplemental Information Audit Reports* at the end of each audit period. • LASC last had an on-site visit during the 2013-2014 audit cycle. • LASC's three-year cohort default rates during the last cohort years were under 30 percent. In 2012, cohort defaults were 24 percent.	• The cohort default rate for 2012 was 24 percent. • LASC organizes and displays documents/ reports issued by the USDE in the Team Room. • LASC organizes and displays documents/ reports issued by the USDE in the Team Room. • LASC has no such contractual relationships

	• LASC demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV.*		• LASC has no such contractual relationships