

2021-2026
STRATEGIC EDUCATION



Master Plan



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LOS ANGELES SOUTHWEST COLLEGE

STRATEGIC EDUCATION MASTER PLAN

2021-2026

Strategic Planning Committee adopted on March, 4, 2021

Academic Senate adopted on March 9, 2021

College Council adopted on March 15, 2021

LACCD BOT IE&SS Committee recommended approval to the full board on April 21, 2021

LACCD Board of Trustees approved on May 5, 2021

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Message from the President



It is with pleasure and pride that I share with you Los Angeles Southwest College's 2021-2026 Strategic Education Master Plan. With 8,000 students each semester, Los Angeles Southwest College (LASC) is committed to providing an array of instructional programs, career technical training, and non-credit opportunities. Our College continues to transform lives and meet the needs of our students and our community. This plan is a culmination of more than a year of research and preparation, and our new education master plan sets the course for the College as we envision our impact over the next 50 years.

As with all pursuits at LASC, this plan was driven through broad college-wide engagement. The Office of Institutional Effectiveness provided the centralized coordination for the study, conducted all research, and provided the written analysis and findings. The Strategic Planning Committee, comprising of representatives from all constituent groups, reviewed and vetted findings, worked collegially to assure that the plan was comprehensive and accurate, conducted multiple college-wide forums to ensure participation from all constituencies, and approved the plan for recommendation to LASC's Academic Senate, College Council, and College President as well as the Los Angeles Community College District's Board of Trustees.

The plan was heavily research-based, including extensive internal and external environmental scans, analysis of data collected from numerous focus groups that included representation from every academic program, student services and administrative services areas, student and leadership groups, along with input provided at a Community Forum. Strategic directions, goals, and objectives emerged from the data analysis and have come together to inform the College's overarching direction for the next five years and beyond. All of our work continues to be framed through the lenses of social justice, equity, inclusion, anti-racism, and diversity.

This plan is a living document that will inform LASC's annual strategic and operational planning as the College delivers upon the promises it has made to itself and the community that we serve.

I want to thank all who participated in the creation of this document; without their voices and hard work we would not have achieved the level of relevancy that we did.

The Impact of the COVID-19 Pandemic

The COVID-19 pandemic has caused incredible devastation throughout South Los Angeles and its surrounding communities and thus on Los Angeles Southwest College. Like so many colleges throughout California and the nation, LASC saw substantial enrollment drops as many students indicated that anxiety, mental distress, and income loss impacted their ability to enroll in and complete planned courses. Making matters worse, COVID-19 spread aggressively through communities of color, particularly the African American and Latino communities, which make up LASC's student population. Furthermore, LASC has had to confront the loss of both students and staff to the pandemic.

However, LASC has persevered and has become agile and nimble leading to more collaboration campus-wide resulting in enhanced efforts that support students and their success online, improved internal and external communication, as well as the completion of work plans to benefit the college as a whole. These successes could be seen in faculty members and classified professionals working to get all classes and student services online within a two-week period in spring of 2020 at the onset of the pandemic; weekly virtual employee and student town halls led by the president that included the entire campus community and looked to ensure consistency and accuracy in the sharing of information; and the college aggressively building out a work plan that looks to strengthen its institutional capacity and is focused on improving its financial standing, enrollment, organizational structure and more. These are just three of many examples of how the college has come together to support its students and each other during this traumatic time.

LASC also supported our surrounding community by opening the campus up to serve as a critical resource in a multitude of ways, such as hosting food and clothing giveaways, blood drives, COVID-19 testing centers, a voting center, a County COVID-19 vaccination center, and more, all in a safe and secure environment. The role of being a community partner is not one that the college has taken lightly, and we continue to keep our students and our community at the center of our decision-making.

Mission

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

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

Vision

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

Values

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

The Los Angeles Southwest College Story

Los Angeles Southwest College, part of the Los Angeles Community College District (LACCD), caters to students' personal and professional needs, providing premier instruction, small class sizes, and customized student support services. From traditional, full-semester offerings to online, evening, weekend, and short-term, eight-week courses, LASC offers classes that will help frame all students' success.

LASC houses 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 and School of Science, where students receive top-notch instruction from a dedicated group of educators.

The college is the product of decades of hard work, vision, and perseverance to achieve the dream of its principal founder, Odessa B. Cox. The Cox family and a small group of community members started fighting in 1947 to bring a comprehensive community college to South Los Angeles. The path to today was not easy and was the result of the dedication of many.

The first steps toward the realization of this dream of having a college in this area were taken in 1950 when Cox and others formed a citizen's group that was influential in getting 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 LASC. 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." During the unrest from August 11-17, 1965, 34 people died — 23 of whom were killed by police and National Guard. Two law enforcement officers and a fireman were among the dead. More than 1,000 people were injured. A California commission, under Gov. Pat Brown, later determined that the rebellion was caused by police resentment as well as a lack of jobs and educational opportunities for African Americans.

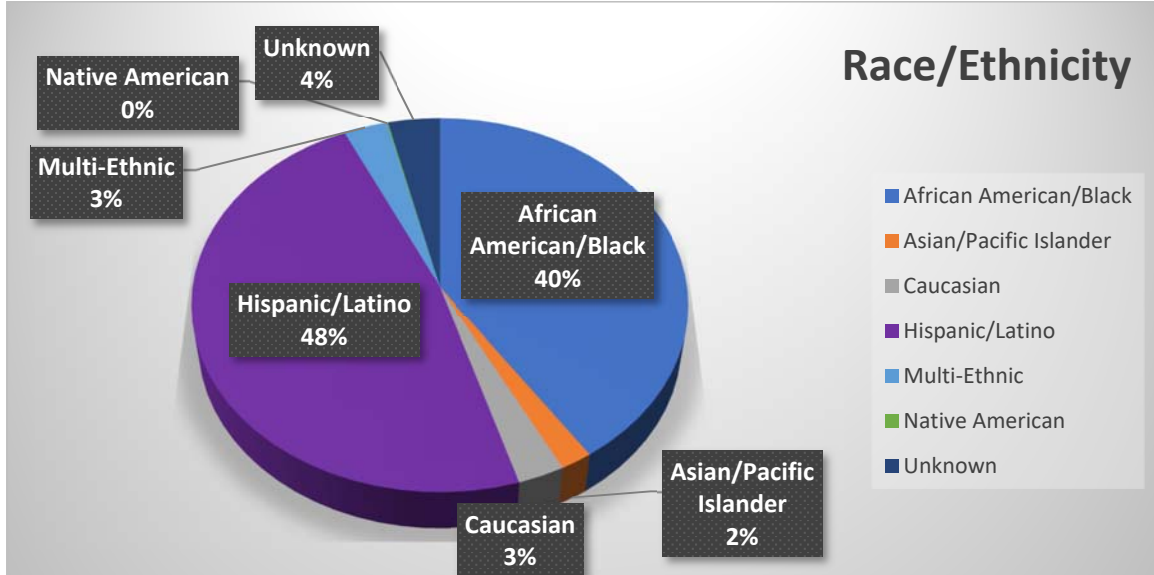
In January 1967, the Board of Education would earmark \$2 million to open the college campus at Western and Imperial. At 3:30 a.m. July 11, 1967, Odessa Cox and her colleagues met at Western and Imperial to watch as the first of 13 bungalows were delivered.

Since its opening, LASC has established itself as a key force in the educational, recreational, and cultural development of the region. Today, LASC's student body has increased to more than 8,000. There are more than 300 faculty, staff, and administrators looking to help students find academic success from the cities of Los Angeles, Gardena, Hawthorne, Inglewood and beyond. More and more students each year are also taking part in online Distance Education courses, providing a new avenue in which students are receiving an LASC education.

Who We Serve

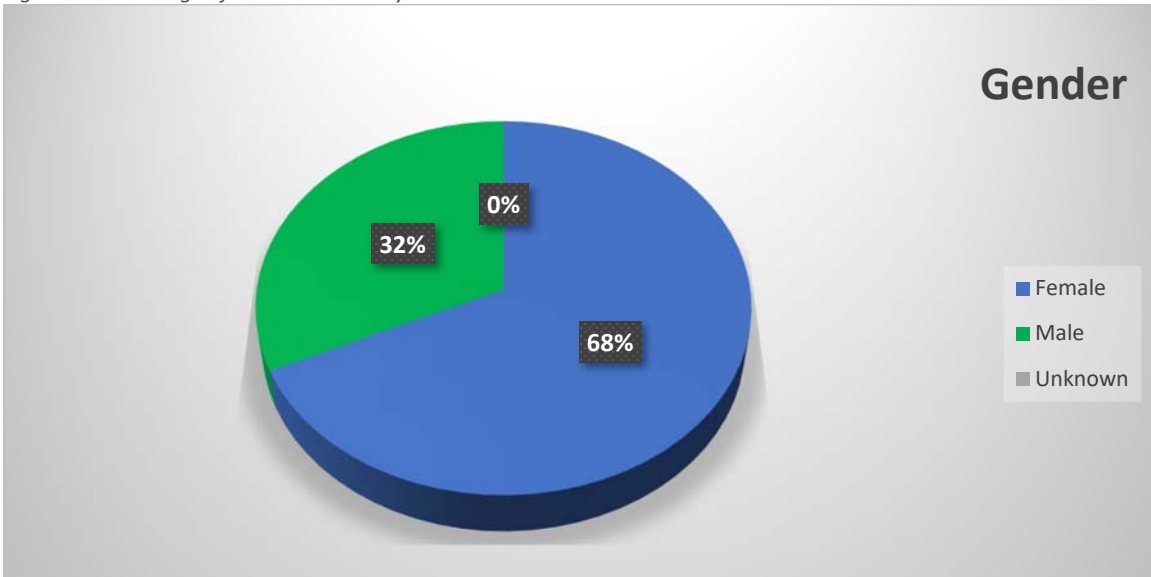
Los Angeles Southwest College predominantly serves students of color from diverse backgrounds. Below is a snapshot of our race, gender, and age student demographics as of Fall 2019. As of fall 2019, 80.5% of our credit students were part-time with only 19.5% being full-time. Based on the degree, certificate, and access needs of our students, we continue to refine our course offerings and develop new, innovative curriculum with an emphasis on systematic change within the lives of our students and community.

Figure 1: Percentage of credit students by Race/Ethnicity in Fall 2019



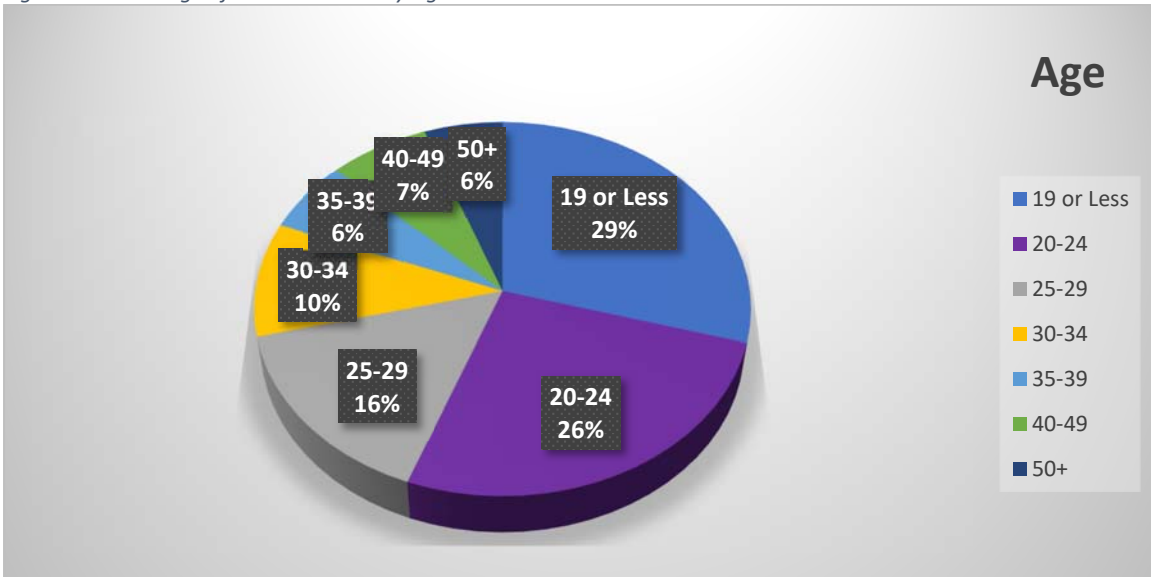
Source: LASC PS Headcount database

Figure 2: Percentage of credit students by Gender in Fall 2019



Source: LASC PS Headcount database

Figure 3: Percentage of credit students by Age in Fall 2019



Source: LASC PS Headcount database

For more information on the demographics of Los Angeles Southwest College, please reference [Appendix A](#).

The Strategic Education Master Plan

The college's Strategic Master Plan (SMP) had a lifespan of six years, from 2014-2020, and it served as a foundation for all campus master plans by establishing four goals to support student success and completion. The SMP also defined performance measures to assess progress toward each goal. The college's Education Master Plan (EMP) was later developed and it had a lifespan of four years from 2017-2021. The EMP operationalized the goals of the SMP by establishing objectives and activities intent on guiding the college toward achievement of those goals and ultimately the College Mission.

The 2021-2026 Los Angeles Southwest College Strategic Education Master Plan (SEMP) merges the intent of the previous two plans, SMP and EMP, to allow for a more efficient implementation and evaluation of the plan. Through the college's planning process, detailed in the [Participatory Decision Making and Integrated Planning Handbook](#), which is currently under revision, the SEMP institutes five goals and multiple objectives, along with performance measures to help with the assessment of the plan. Details on its development follow.

Strategic Education Master Plan Development Process

On September 3, 2020, the Strategic Planning Committee (SPC) took on development of SEMP as one of its annual goals. In subsequent committee meetings, the committee reviewed the current EMP and its elements: Mission, Vision, Core Values, Goals, and Objectives. Workgroups were formed and tasked with the revision of the EMP elements. The composition of the workgroups included students, classified professionals, faculty, and administrators. The workgroups met regularly during the fall 2020 semester.

During the working meetings, the workgroups reviewed the SMP along with the EMP and developed a process to sunset both plans and replace them with the SEMP. The workgroups reviewed and revised the Mission Statement, Vision Statement, Values, and developed Goals, Objectives, Measures, and Targets that aligned with the [Guided Pathways Framework](#); the [State Chancellor's Vision for Success](#); the [District Strategic Plan \(DSP\)](#); the [State Chancellor's Call to Action](#); Inclusion, Diversity, Equity, and Anti-racism initiatives; and the [LACCD Chancellor's Framework for Racial Equity and Social Justice](#). A survey was developed and sent to students, classified professionals, faculty, and administrators to collect data for input to the SEMP. Forums were also carried out for each of the aforementioned campus community groups to gather additional information. That information was then used in conjunction with the above-mentioned resources to draft the SEMP elements.

During the spring 2021 semester, the SEMP was vetted throughout campus. Faculty, staff, students, and administrators reviewed the plan and provided input. This document reflects a collaborative approach to the creation of the Los Angeles Southwest College's Strategic Education Master Plan.

Our Integrated Planning

The Los Angeles Southwest College Strategic Education Master Plan outlines the overall goals of the college and allows us to align our strategic plan to our other college master plans, including, but not limited to Facilities, Enrollment Management, Technology, Marketing, Equity, and Human Resources. The Strategic Planning Committee spent a significant amount of time aligning the LASC Master Plan goals to the District Master Plan goals. The planning cycles and ongoing college priorities continue to be integrated as we operationalize our plans. We prioritize the district values, college mission, vision, and values, and the LACCD Framework for Racial Equity and Social Justice at the center of our service to our students and community. Our efforts to integrate social justice into our planning processes, ensuring the achievement of the State Chancellor’s Vision for Success while fully maximizing the Student-Centered Funding Formula are reflected in our Strategic Education Master Plan goals. Most importantly, we prioritize who our students are and what they need to be successful. Our student data as presented in the “[Who We Serve](#)” section of this plan and as detailed in [Appendix A](#) inform our objectives and ground our efforts. The implementation of these goals is integrated into the College’s participatory governance structure and annual committee goals. These goals are assessed annually as a part of our continuous quality improvement activities. These goals are also reflected in our updated budget priorities.

Implementation and Evaluation of the Plan

During the development of the SEMP, committees, constituent groups, and members of the campus community were identified and tasked with implementation and evaluation of the plan. The SPC will be tasked with regularly monitoring progress of the plan’s implementation and goals achievement; resulting with an annual report that is reviewed at its Annual Spring Strategic Planning Retreat. The resulting *Los Angeles Southwest College Annual Progress Report* will be shared campus-wide to inform the campus community of the college’s progress, along with recommended changes to implement or needed interventions to ensure achievement of the College’s Mission.

Planning Goals and Objectives

State Vision	DSP Goals	LASC Goals
<p>Goal 1: Increase by at least 20 percent the number of California Community College (CCC) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p>Goal 1: Access to Educational Opportunities We will increase the college going rate for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.</p>	<p>Goal 1: Increase Access to Educational Opportunities: We will increase the college going rate to Los Angeles Southwest College (LASC) through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.</p>
<p>Goal 2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.</p>	<p>Goal 2: Premier Learning Environments We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.</p>	<p>Goal 2: Continuously Innovate Premier Learning Environments: We will continuously innovate and advance a premier learning environment that places students as the first priority at LASC and effectively supports students in attaining their educational and career goals.</p>
<p>Goal 3: Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units to 79 total units.</p>	<p>Goal 3: Student Success and Equity We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.</p>	<p>Goal 3: Increase Student Success and Eliminate Equity Gaps: We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic and career success.</p>
<p>Goal 4: Increase the percent of exiting career technical education (CTE) students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent.</p>	<p>Goal 4: Organizational Effectiveness We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.</p>	<p>Goal 4: Advance Organizational Effectiveness: We will advance organizational effectiveness at the LASC through streamlined processes, minimized duplication of efforts, and enhanced communication and training.</p>
<p>Goal 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.</p>	<p>Goal 5: Fiscal Integrity We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.</p>	<p>Goal 5: Sustain fiscal resource management and stewardship: We will sustain fiscal resource management and stewardship through enhanced resource development, institutional advancement, and effective use of existing resources.</p>

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
<p>1. Increase student enrollment by attracting students from our community and beyond</p>	<ul style="list-style-type: none"> • Guided Pathways outreach on academic pathways & career/pay focus • Strong onboarding process clearly identified • Umoja, Puente, TRiO, CalWORKs, EOPS, CARE, DRC, specific outreach from program to students coordinated with Public Relations Office (PRO) • Increase recruitment of African American/Black males with unique marketing campaigns • Increase recruitment of credit Hispanic students ages 16-35 • Calling students each semester who have applied, but not registered to triage and encourage enrollment • Developing partnerships with Brotherhood Crusade, and other community partners to bolster Black/African American outreach • Developing partnerships with the County Gang Intervention Team, County Probation and Parole Office to promote a reentry focus 	<p><u>Measure 1.1.1</u> Number of first-year students (LASC PS HC database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Number of first-year students in Fall 2019: 895 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 1,119 (+25%) 	<ul style="list-style-type: none"> • Academic Affairs • Academic Council • Administrative Assistants • Counselors • Deans • Dual Enrollment Sub-Committee • Enrollment Management Committee • Guided Pathways Committee • Office of Institutional Effectiveness • Outreach and Recruitment Department • President’s Office • Public Relations Office • Student Services Division • Vice Presidents
		<p><u>Measure 1.1.2</u> Number of first-year African American/Black male students (LASC PS HC database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Number of first-year African American/Black male students in Fall 2019: 129 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 161 (+25%) 	
		<p><u>Measure 1.1.3</u> Number of AB 540 students (LACCD Annual SCFF metrics report)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Number of first-year AB540 students in 2019-2020: 299 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 359 (+20%) 	
		<p><u>Measure 1.1.4</u> Number of dual enrollment classes (LASC PS FTES database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Number of dual enrollment classes in Fall 2019: 33 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 40 (+21%) 	

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<ul style="list-style-type: none">• The Enrollment Management Committee should hold focus groups on how to increase recruitment with Black and Hispanic men• Request support from City of Los Angeles Mayor’s Office• Request support from Office of Council Member District 8• Implement and advertise the 2-year academic schedule• Increase our attendance at the number of recruitment events for high schools and community requests• Targeted marketing to parents• Targeted marketing to Spanish speakers for both credit and non-credit programs• Outreach team attending increased events with a calendar of events for the year• Bolster outreach strategies for new and returning students, especially for those from marginalized			

SEMP Goal 1**Increase Access to Educational Opportunities:**

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<p>populations, and enhance marketing and branding strategies that increase the recognition of LASC and its programs as premier in the community</p> <ul style="list-style-type: none">• Counseling Awareness Day• Counselor Lunch/Breakfasts• Principals Breakfast• Dual Enrollment Sub-Committee to focus on annual increases in dual enrollment access and growth• Add Women's athletic program(s)• Ensure detailed information is provided on the college's website on the employment/education opportunities the Pathways lead to• Increased staffing for outreach and PRO departments• Increase Dual Enrollment classes at local schools• Grow the College Promise Program• Begin outreach to the elementary schools to establish a college-going culture within the			

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	community from a young age <ul style="list-style-type: none"> • Strengthen partnerships between CTE programs and local businesses • WorkSource Center partnerships to assist displaced workers with re-training • Develop a Re-Entry program • Implement the PAAWS weekend/night program • Strengthen and promote transfer partnerships to increase student awareness 			
2. Increase retention/persistence of LASC students	<ul style="list-style-type: none"> • Implement strong first-year and second year onboarding process • Triage – wrap around services prior to each semester beginning • Revamping processes and services to ensure students are receiving basic needs. This effort will include a review of introductory and informative emails and 	Measure 1.2.1 Percentage of students retained from Fall to Spring (LASC PS HC database)	Baseline <ul style="list-style-type: none"> • Fall 2019 to Spring 2020: 53.1% Target <ul style="list-style-type: none"> • Increase to: 75% (+41%) 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Admission & Records • Counseling Department • Deans • Faculty • Guided Pathways Committee • Professional Growth Coordinator • Registrar
		Measure 1.2.2 Percentage of students retained from Fall to Fall (LASC PS HC database)	Baseline <ul style="list-style-type: none"> • Fall 2018 to Fall 2019: 42.1% Target <ul style="list-style-type: none"> • Increase to: 60% (+42%) 	

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<p>videos to students as well as the promotion of community partnerships such as those with SHIELDS.</p> <ul style="list-style-type: none"> • Increase awareness of classroom retention techniques for all modalities – processes documented and then implemented with due dates • Receive training and begin the use of early alert within LASC • Increase retention of African American/Black males – cohort model, Guided Pathways, intrusive counseling • Increase tutoring, learning assistance, and workshops and request faculty to develop consistent language for all syllabi with the tutoring resources on campus • Increase students’ use of Cranium Café, invest in more professional development for response team, and build interventions into the student experience 	<p><u>Measure 1.2.3</u> Percentage of African America/Black male students retained from Fall to Spring (LASC PS HC database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Fall 2019 to Spring 2020: 39.5% <p>Target</p> <ul style="list-style-type: none"> • Increase to: 50% (+26%) 	<ul style="list-style-type: none"> • Student Equity and Achievement-Program Advisory Committee • Student Success Center • Student Success Committee • Vice Presidents
<p><u>Measure 1.2.4</u> Percentage of African America/Black male students retained from Fall to Fall (LASC PS HC database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Fall 2018 to Fall 2019: 31.2% <p>Target</p> <p>Increase to: 40% (+28%)</p>			

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<ul style="list-style-type: none">• Increase and monitor completion of education plans by all students• Engage in counselor open house for students to meet and interact with Counselors• Increase awareness of Umoja, Puente, EOPS, and related student support programs• Increase and strengthen Distance Education capacity/expertise/offerings• Use data to improve student success with AB 705 implementation using pedagogy, mindset, and other instructional and non-instructional activities.• Full implementation of Guided Pathways including but not limited to:<ul style="list-style-type: none">○ Create student success teams○ Revised onboarding process○ Implement early alert to support retention,○ Implement the 2-year schedule			

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<ul style="list-style-type: none"> ○ Create a cohort/student need model for schedule development 			
<p>3. Expand programs with growth potential in the labor market and transfer to 4-year institutions</p>	<ul style="list-style-type: none"> • Implement two-year academic schedule beginning FY 2021-2023 • Schedule and market the PAAWS program with CAPS focus • Leverage dual enrollment partners to expand potential growth programs • Ensure that all education plans allow a transfer option to support changing student needs • Enhance transfer partnerships and transfer events for LASC students • Collaborate with educational institutions, local businesses, and workforce organizations to ensure that degree and certificate programs are responsive to educational and market needs • Increase advisory committees and create a database with the 	<p><u>Measure 1.3.1</u> Audit: Do dual enrollment course offerings lead to program completion?</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of dual enrollment course offerings are degree or certificate applicable 	<ul style="list-style-type: none"> • Academic Council • Community Partners • CTE Advisory Boards • Deans • Department Chairs • Dual Enrollment Coordinator • Dual Enrollment Sub-Committee • Transfer Center • Vice Presidents
<p><u>Measure 1.3.2</u> Number of Women’s athletic teams</p>	<p>Baseline:</p> <ul style="list-style-type: none"> • Fall 2019: 1 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 3 (+200%) 			
<p><u>Measure 1.3.3</u> Do you agree or disagree with the following statement: Classes offered during the evening and weekend meet my academic needs? (SSS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 80% of participants state that they agree or strongly agree 			

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	community partners and their contact information <ul style="list-style-type: none"> • Increase job placement and career placement to promote careers with a livable wage • Work with the County of Los Angeles and City of Los Angeles to identify areas for new curriculum or enhanced curriculum to support rapid retraining and gaps in employment 			
4. Update curriculum to meet the demands of 4-year institutions and local industry	<ul style="list-style-type: none"> • Complete academic audit based on completions over the last five years and archive programs/disciplines/ and classes to identify programs with low completions • Use this data to archive programs that are no longer viable • Create and host annual curriculum redesign institutes through our Professional Growth Committee to redesign current curriculum • Work with our transfer partners to ensure seamless transfer process, curriculum alignment, and 	Measure 1.4.1 Audit: Are degree and certificate programs viable?	Target <ul style="list-style-type: none"> • 100% of degree and certificate programs are viable 	<ul style="list-style-type: none"> • Academic Senate President • Articulation Officer • Curriculum Committee • Deans • Department Chairs • Professional Growth Committee • Transfer Center • Vice President, Academic Affairs
Measure 1.4.2 Number of ADTs	Baseline <ul style="list-style-type: none"> • Fall 2019: 20 Target <ul style="list-style-type: none"> • Increase to: 25 (+25%) 			
Measure 1.4.3 Audit: Is Guided Pathways fully implemented?	Target <ul style="list-style-type: none"> • 100% of first-year students belong to a Career and Academic Pathway 			

SEMP Goal 1

Increase Access to Educational Opportunities:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entities
	<p>opportunities for new transfer partnerships with new programs</p> <ul style="list-style-type: none"> • Use AB 705 data and the two-year schedule to align required math and English courses with the student’s major • Increase the number of programs for which Associate Degrees for Transfer are offered and archive AA/AS degrees where ADT’s are offered 			
<p>5. Expand work-based learning opportunities</p>	<ul style="list-style-type: none"> • Increase internships and/or co-operative learning experiences • Establish a College Work Experience program • Expand Alumni Relations using the Alumni 360 software and launching the mentorship and job board functionality • Increase the use of students’ group projects, such as work based learning • Establish service learning program 	<p>Data not currently available</p> <ul style="list-style-type: none"> • Outcomes measures TBD 	<p>Target</p> <ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Deans • Department Chairs • Faculty • Professional Growth Committee • Professional Growth Coordinator • Student Success Committee

SMP Goal 2

Continuously Innovate Premier Learning Environments:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>1. Make LASC a welcoming environment for all</p>	<ul style="list-style-type: none"> • Restructure the welcome emails to new and returning students sent at the beginning of each semester • Provide in-person and or zoom support for students during the first week of school • Implement an in-person onboarding process to create a welcoming experience for students • Update the online student orientation to reflect the progress and changes of LASC • Provide triage and student support with SHIELDS prior to the beginning of each semester • Strengthen student life on campus by increasing extra-curricular activities for students • Institute norms and values reflecting inclusion, diversity, and anti-racism (IDEA) throughout the college • Act on feedback from students (benchmarked 	<p><u>Measure 2.1.1</u> Do you agree or disagree with the following statement: Student life on campus is better than last year? (SSS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 80% of participants state that they agree or strongly agree 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrative Assistants • Administrators • Associated Students Organization • Associated Students Organization Advisors • Classified Managers • Department Chairs • Maintenance & Operations • Office of Institutional Effectiveness • Professional Growth Committee • Public Relations Office • Student Services Division • Union Leadership
		<p><u>Measure 2.1.2</u> Do you agree or disagree with the following statement: LASC values inclusion, diversity, equity, and anti-racism? (CCS; SSS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of participants state that they agree or strongly agree 	
		<p><u>Measure 2.1.3</u> Do you agree or disagree with the following statement: The hours of operation throughout LASC are convenient to my schedule and allow me to receive timely campus services? (SSS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of participants state that they agree or strongly agree 	

SMP Goal 2

Continuously Innovate Premier Learning Environments:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>surveys and through focus groups)</p> <ul style="list-style-type: none"> • Engage in continuous quality improvement on an annual basis using data, focus groups, and student climate surveys • Expand office operational hours across the campus to provide support in the evenings and on weekends • Ensure targeted professional development for all employees in providing a safe learning environment, and by establishing a higher standard for customer service, and strengthening proven practices that advance diversity, equity and inclusion 			
<p>2. Strengthen community and local industry engagement</p>	<ul style="list-style-type: none"> • Serve as an information hub and education pathway, and advance opportunities for collaboration with community and industry partners 	<p>Data not currently available</p> <ul style="list-style-type: none"> • Outcomes measures TBD 	<p>Target</p> <ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Classified Managers • CTE Advisory Boards

SMP Goal 2

Continuously Innovate Premier Learning Environments:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<ul style="list-style-type: none"> • Promote civic engagement with elected political officials/leadership • Establish a day or week of service to encourage LASC employees and students to give back to the community annually • Request support from City of Los Angeles Mayor’s Office • Request support from the Office of Council Member District 8 • Connect with City Officials including the Mayors and City Council Members to create alignment and community support • Distribute annual report to community partners and members of our services area • Work with advisory boards to create workforce development programs that lead to careers and fill employment gaps 			<ul style="list-style-type: none"> • Department Chairs • Dual Enrollment Sub-Committee • Enrollment Management Committee
<p>3. Provide timely interventions to students</p>	<ul style="list-style-type: none"> • Triage students during the onboarding process 	<p>Data not currently available</p> <ul style="list-style-type: none"> • Outcomes measures TBD 	<p>Target</p> <ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Academic Senate

SMP Goal 2

Continuously Innovate Premier Learning Environments:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>to provide interventions PRIOR to beginning classes</p> <ul style="list-style-type: none"> • Implement the LACCD Early Alert System • Use technology to monitor student success and provide timely interventions in advance • Implement the LACCD Degree Audit report for LASC Students to track their progress within their education plan • Flag students during the onboarding triage process to allow for special attention to at-risk student populations • Assess AB 705 completion data every semester to complete continuous quality improvement and provide enhanced learning strategies and outcomes. • Build in required tutoring either with NetTutor or the Student Success Center within course syllabi 			<ul style="list-style-type: none"> • Categorical/Special Programs • Counseling Department • Deans • Department Chairs • Faculty • Student Equity and Achievement-Program Advisory Committee • Student Success Center • Vice President, Student Services

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>1. Increase the completion of degrees and certificates</p>	<ul style="list-style-type: none"> • Increase the cohort model of learning including the Promise Program and other special programs (e.g., PUENTE and UMOJA) • Create a second-year experience program • Ensure all students have a 6-semester education plan with regular semester-by-semester updates by counselors, to ensure progress to completion • Develop and implement a 2-year schedule for program completion • Complete the student triage process during onboarding to provide wrap-around services for academically underprepared students to succeed in “gateway courses” and receive assistance prior to experiencing difficulty within the courses • Ensure alignment of program learning outcomes with employment criteria • Ensure program learning outcomes are aligned with 	<p><u>Measure 3.1.1</u> Institution-Set Standard (ISS) Degree Goal (LASC PS Awards database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • ISS Annual Goal: 647 <p>Target</p> <ul style="list-style-type: none"> • ISS Annual Aspirational Goal: 700 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Classified Professionals • Counseling Department • Deans • Department Chairs • Faculty • Professional Growth Coordinator • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Learning Outcomes Committee • Student Services Division • Student Success Center • Student Success Committee
		<p><u>Measure 3.1.2</u> Institution-set Standard Certificate Goal (LASC PS Awards database)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • ISS Annual Goal: 361 <p>Target</p> <ul style="list-style-type: none"> • ISS Aspirational Goal: 380 (+5%) 	

SMP Goal 3**Increase Student Success and Eliminate Equity Gaps:**

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>degree/certificate/transfer criteria</p> <ul style="list-style-type: none">• Explore and implement competency-based education where students advance based on their ability to master a skill or competency• Explore and implement Credit for Prior Learning• Instruction across programs (especially in program introductory courses); engaging students in active and applied learning, encouraging critical thinking, and solving meaningful problems• Faculty professional development: Develop discipline specific teaching strategies; Culturally sensitive teaching practices, counseling specific training to deliver less varied advice to students; Trainings that focus on care culture• Implement student success teams to work across instructional and student service			

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>departments to promote retention and intrusive support services</p> <ul style="list-style-type: none"> Assess AB 705 completion data every semester to complete continuous quality improvement and provide enhanced learning strategies and outcomes. Build in required tutoring either with NetTutor or the Student Success Center within course syllabi Require customer service training for all current and new employees of the college 			
<p>2. Increase the number of students transferring to 4-yr institutions</p>	<ul style="list-style-type: none"> Increase services offered by the transfer center by providing more staffing and budget investment Fully implement Guided Pathways to ensure transfer counseling is received by all students during their educational journey Wrap-around services for academically underprepared students to successfully complete transfer level English 	<p>Measure 3.2.1 Number of students who transfer (Cal-PASS Plus Student Success Metrics)</p>	<p>Baseline</p> <ul style="list-style-type: none"> 2017-2018: 613 <p>Target</p> <ul style="list-style-type: none"> Increase to: 700 (+14%) 	<ul style="list-style-type: none"> Academic Council Academic Senate Articulation Officer Categorical/Special Programs Classified Professionals Counseling Department Curriculum Committee Deans Department Chairs Faculty Guided Pathways Committee Professional Growth Coordinator

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>courses by the end of their first year</p> <ul style="list-style-type: none"> • Wrap-around services for academically underprepared students to successfully complete transfer level Math courses by the end of their first year • Provide a method for students to document their learning (beyond transcripts) for employers and universities through portfolios and other means (e.g., digital badges) • Explore and implement Competency Based Education • Explore and implement Credit for Prior Learning • Increase number of articulation agreements with private and out-of-state colleges/universities • Archive AA/AS degrees where ADT/AST degrees are being offered by LASC • During the onboarding process, encourage all students to pursue 			<ul style="list-style-type: none"> • Registrar • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Learning Outcomes Committee • Student Success Center • Student Success Committee • Transfer Center • Vice President, Academic Affairs • Vice President, Student Services

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	transfer degree opportunities <ul style="list-style-type: none"> • Host additional transfer fairs both during the day and on evening and weekends to expand the student opportunities for transfer 			
3. Decrease time to completion	<ul style="list-style-type: none"> • Ensure every student has a comprehensive 6-semester education plan • Implement the two-year schedule to ensure that LASC is offering courses in the correct sequence for students to graduate • Fully implement guided pathways to ensure that students stay on all four pillars seamlessly during their campus experience • Implement the early alert system • Develop intervention plans for failing students • Promote the program mapper as a tool for students • Promote the PAAWS accelerated program • Increase short-term class offerings including 5- 	<u>Measure 3.3.1</u> Average number of units accumulated by Associate Degree earners (Cal-PASS Plus Student Success Metrics)	Baseline <ul style="list-style-type: none"> • 2017-2018: 100 Target <ul style="list-style-type: none"> • Decrease to: 82 (-18%) 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Articulation Officer • Classified Professionals • Counseling Department • Deans • Department Chairs • Faculty • Guided Pathways Committee • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Services Division • Student Success Center • Student Success Committee • Vice President, Academic Affairs • Vice President, Student Services

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	week, 8-week, 10-week, and 14-week cohorts			
<p>4. Increase job placement rates in students' field of study</p>	<ul style="list-style-type: none"> • Increase advisory boards to create curriculum and rapid retraining programs with employers that ensure job placement • Implement peer mentoring program • Fully implement guided pathways to ensure all incoming students are required to go through career exploration and select majors tied to careers with livable wages • Promote the program mapper as a career exploration tool • Provide a method for students to document their learning (beyond transcripts) for employers through portfolios and other means (e.g., digital badges) • Implement the degree audit system for LASC students • Increase community partnerships with employers to increase job placement and 	<p>Measure 3.4.1 Percent of exiting career technical education (CTE) students' career and job placement rates in their field of study (Cal-PASS Plus Student Success Metrics)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • 2016-2017: 67% <p>Target</p> <ul style="list-style-type: none"> • Increase to: 80% (+19%) 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Career Center • Classified Professionals • Community Partners • Counseling Department • CTE Advisory Boards • Deans • Department Chairs • Faculty • Guided Pathways Committee • Senior Staff • Student Equity and Achievement-Program Advisory Committee • Student Success Center • Vice President, Academic Affairs

SMP Goal 3

Increase Student Success and Eliminate Equity Gaps:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>5. Reduce equity gaps across all of the above measures (completion, transfer, time to completion, and job placement rates)</p>	<p>apprenticeship opportunities.</p> <ul style="list-style-type: none"> • Fully implement Guided Pathways to complete triage and address equity gaps prior to students beginning classes • Expand tutoring support and make tutoring required and intrusive in all syllabi • Implement the early alert system • Document and implement processes to provide timely interventions for students • Inclusion, diversity, equity, and anti-racism embedded in curriculum • Inclusion, diversity, equity, and anti-racism embedded in college culture • Addressing housing and Food insecurity • Promote adoption of Open Educational Resources (OER) • Promote Student Life activities, clubs, and programs 	<p>Measure 3.5.1 Vision for Success (Vfs) college identified measure on groups of students who are disproportionately impacted</p>	<p>Target</p> <ul style="list-style-type: none"> • 40% decrease in achievement gaps. (Vfs target was set by the CCCCCO) 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Academic Senate President • Administrators • Admission & Records • Articulation Officer • Associated Students Organization • Associated Students Organization Advisors • Career Center • Categorical/Special Programs • Classified Professionals • Community Partners • Counseling Department • CTE Advisory Boards • Curriculum Committee • Department Chairs • Faculty • Guided Pathways Committee • Office of Institutional Effectiveness • Professional Growth Committee • Professional Growth Coordinator

SMP Goal 3**Increase Student Success and Eliminate Equity Gaps:**

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<ul style="list-style-type: none">• Identify and address achievement gaps not previously known• Implement implicit bias training for all employees• Implement SafeZone training for all employees• Have a visiting scholar support the college with ongoing equity-minded training			<ul style="list-style-type: none">• Student Equity and Achievement-Program Advisory Committee• Student Learning Outcomes Committee• Student Success Center• Student Success Committee• Transfer Center

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>1. Improve collaboration amongst all campus constituent groups and divisions</p>	<ul style="list-style-type: none"> • Promote reading the weekly and monthly newsletters as the main sources for campus updates • Encourage all departments to update their college websites regularly • Continue college-wide professional development through readings tied to personal development, communication, mindset work, and engagement • Continue the weekly President’s campus forums (beyond COVID Pandemic) • Inclusion, diversity, equity, and anti-racism embedded in college culture. • Invite professional experts to help with addressing difficult and courageous conversations • Continue to implement the #lascALLin change 	<p>Measure 4.1.1 Do you agree or disagree with the following statement: Collaboration amongst all campus constituent groups and divisions have improved over the last year? (CCS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 80% of participants state that they agree or strongly agree 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Associated Students Organization Advisors • Classified Managers • College Council • Department Chairs • Professional Growth Committee • Public Relations Office • Union Leadership

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	model and complete professional development to enhance collaboration and engagement			
2. Memorializing and institutionalizing processes and procedures (align with District operations)	<ul style="list-style-type: none"> • Develop onboarding process for all employees • Develop business process maps for campus processes/procedures aligned with district and board policies • Update the business process map annually • Ensure all departments are completing program reviews • Use the program review process to complete continuous quality improvement, identify gaps or process breakdowns, and provide timely interventions 	<p>Measure 4.2.1 Audit: Was onboarding process developed?</p> <p>Measure 4.2.2 Audit: Were process maps developed?</p> <p>Measure 4.2.3 Audit: Was a succession plan developed?</p>	<p>Target</p> <ul style="list-style-type: none"> • Onboarding documents are produced. <p>Target</p> <ul style="list-style-type: none"> • Process mapping documents are produced <p>Target</p> <ul style="list-style-type: none"> • Succession plan is produced 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Classified Managers • College Council • Department Chairs • Educational Service Center – Human Resources Division • President’s Office • Professional Growth Committee • Program Review Committee • Union Leadership
3. Campus-wide Professional Development	<ul style="list-style-type: none"> • #lascALLin change model and complete professional development to enhance collaboration and engagement • Continue college-wide professional development through 	<p>Measure 4.3.1 Number of training sessions, workshops, or other related activities convened for faculty, staff, and administrators (Vision Resource Center Annual Report)</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Fall 2019: 7 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 10 per semester (+43%) 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Classified Managers • College Council • Department Chairs • Professional Growth Coordinator

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>readings tied to personal development, communication, mindset work, and engagement</p> <ul style="list-style-type: none"> • Engage employees in training gap identification using evaluations and recurring meetings. • Use the district professional development resources and the college Professional Growth Committee to provide interventions for any employee skills gaps (skills/use in job) • Use the results of the Community College Survey of Student Engagement (CCSSE), or Survey of Entering Student Engagement (SENSE), or other validated/benchmarked instrument to create targeted professional development • Customer service, implicit bias, equity-mindedness, and 			<ul style="list-style-type: none"> • Union Leadership

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	SafeZone training for all employees			
<p>4. Increase diversity and representation of LASC employees</p>	<ul style="list-style-type: none"> • Require all hiring committee representatives to complete implicit bias and culturally competency training prior to beginning any hiring committees • Implement an employee mentorship program for all new employees • Attend the CCC Registry annual recruitment event to encourage diverse applicants to apply • Employee mentorship programs for those looking to promote • Strategic and intentional equity-minded professional development that is continuous and engaging for all employees 	<p><u>Measure 4.4.1</u> Do you agree or disagree with the following statement: The college values a diverse workforce with diverse perspectives and approaches to work? (CCS; SSS)</p> <p><u>Measure 4.4.2</u> Do you agree or disagree with the following statement: The college’s hiring practices promote Inclusion, Diversity, Equity, and Anti-racism? (CCS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of participants state that they agree or strongly agree <p>Target</p> <ul style="list-style-type: none"> • 100% of participants state that they agree or strongly agree 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Classified Managers • College Council • Department Chairs • Educational Service Center – Human Resources Division • Professional Growth Coordinator • Union Leadership
<p>5. Implement with necessary iteration, the LASC Workplan</p>	<ul style="list-style-type: none"> • Complete and post monthly updates of the LASC Workplan in response to the Cambridge West Report. 	<p><u>Measure 4.5.1</u> Percentage of workplan carried out</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of workplan activities are implemented and progress is shared with the campus each semester 	<ul style="list-style-type: none"> • Academic Council • Academic Senate • Academic Senate President • Academic Technology Planning Committee

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
				<ul style="list-style-type: none"> • Accreditation Steering Committee • Administrators • Associated Students Organization • Budget Committee • Business Office – Senior Accountant • Campus Technology Planning Committee • Career Center • Chair of Chairs • Child Development Center Director • College Store Supervisor • CTE Faculty • Dean, Institutional Effectiveness • Department Chairs • Distance Education Coordinator • Dual Enrollment Coordinator • Dual Enrollment Faculty • Dual Enrollment Sub-Committee • Educational Service Center – Chief Facilities Executive • Educational Service Center – Chief Financial Officer

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
				<ul style="list-style-type: none"> • Educational Service Center – Vice Chancellors • Enrollment Management Committee • Events and Venue Coordinator • Facilities Planning Committee • Financial Aid Director • Fiscal Recovery Taskforce • Guided Pathways Ambassadors • Outreach Coordinator • PAAWS Program • Professional Growth Committee • Professional Growth Coordinator • Public Relations Manager • Strategic Planning Committee • Student Services Division • Student Success Center • Union Leadership • Work Environment Committee
<p>6. Develop and sustain capacity of institutional effectiveness</p>	<ul style="list-style-type: none"> • Ensure annual evaluation of all master plans, including visual displays of achievement made toward goals. 	<p><u>Measure 4.6.1</u> Number of goals and objectives completed</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of SEMP goals are achieved, progress updated annually 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • College Council

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<ul style="list-style-type: none"> • Ensure all program reviews are completed annually • Ensure all committees set annual goals, update their charges, and update their membership annually, filling vacancies as soon as possible • Ensure all committees complete annual self-evaluations and continuous quality improvement to ensure ongoing enhancements to institutional effectiveness • Ensure that the OIE is staffed with Research Analyst (minimum, or two) in order to meet campus demand for data/research in decision making • Assess college workflow, eliminating duplicative efforts as well as silos • Fully implement guided pathways 	<p><u>Measure 4.6.2</u> Number of employees in Institutional Effectiveness Office</p>	<p>Baseline</p> <ul style="list-style-type: none"> • Fall 2019: 2 <p>Target</p> <ul style="list-style-type: none"> • Increase to: 4 	<ul style="list-style-type: none"> • Guided Pathways Committee • Professional Growth Committee • Program Review Committee • Student Learning Outcomes Committee

SMP Goal 4

Advance Organizational Effectiveness:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>7. Plan for post-COVID return to campus</p>	<ul style="list-style-type: none"> • Coordination of safe return to facilities • Ensuring cleanliness and hygiene standards are met and enforced (sanitation of buildings, mask wearing, hand sanitizing stations, social distancing, etc.) • Determine programs/services which will continue online • Promote health and wellness services to students and employees (e.g., EAP) • Purchase all required supplies and required PPE for all employees • Assess requirements and progress monthly in alignment with the District EOC and LA County Department of Health 	<p><u>Measure 4.7.1</u> Do you agree or disagree with the following statement: The college coordinated a safe return Post-Pandemic? (CCS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 90% of participants state that they agree or strongly agree 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Associated Students Organization • Classified Managers • Classified Professionals • College Council • Department Chairs • Director of College Facilities • Faculty • Incident Command System and District Emergency Operations Center • Public Relations Manager • Security Partner (TBD) • Union Leadership • Work Environment Committee
		<p><u>Measure 4.7.1</u> Do you agree or disagree with the following statement: I feel safe working at LASC because of the COVID-19 precautions taken? (CCS)</p>	<p>Target</p> <ul style="list-style-type: none"> • 90% of participants state that they agree or strongly agree 	

SMP Goal 5

Sustain fiscal resource management and stewardship:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
<p>1. Maintain a balanced budget</p>	<ul style="list-style-type: none"> • Complete LASC structural budget changes within a participatory governance framework to create a long-term sustainable budget for LASC that can withstand exponentially increasing personnel costs and district-wide assessments • Develop annual FTEF and FTES goals at the division and department level to engage all stakeholders in the revenue generation process • Quarterly fiscal review with ESC • Quarterly fiscal review by Areas/Dept in collaboration with Administrative Services • Create an annual budget book for the college that shows all funds, costs, and other relevant data needed for a transparent understanding of the college’s budget • Timeliness of Managers processing expenditures within year of allocation 	<p><u>Measure 5.1.1</u> Monitor/review expenditures monthly</p>	<p>Target</p> <ul style="list-style-type: none"> • Report out on monthly expenditures produced 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Budget Committee • Classified Managers • College Council • Department Chairs • Educational Service Center – Chief Financial Officer • Educational Service Center – Vice Chancellors • Fiscal Recovery Taskforce • Union Leadership
		<p><u>Measure 5.1.2</u> Number of past due notices from vendors</p>	<p>Target</p> <ul style="list-style-type: none"> • 0 past due notices from vendor(s) 	
		<p><u>Measure 5.1.3</u> Number of remaining open commitments on unrestricted funds at end of fiscal year</p>	<p>Target</p> <ul style="list-style-type: none"> • 0 open commitments 	
		<p><u>Measure 5.1.4</u> Percentage of Journal Vouchers (JVs) completed within fiscal year</p>	<p>Target</p> <ul style="list-style-type: none"> • 100% of JVs completed 	

SMP Goal 5**Sustain fiscal resource management and stewardship:**

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<ul style="list-style-type: none">• Ensure all key vacancies within the Administrative Services Team are filled to provide sufficient support for college processes• Implement position control to support the ongoing improvement of college operations• Improve the resource allocation processes to be integrated with District Strategic Plan, college strategic goals, student-centered funding formula, and restricted funding sources• Work collaboratively with the District Budget Committee to update the District funding model to appropriately allocate personnel costs to all colleges annually, including step and column increases• Continue to grow facility rental revenue Explore and implement creative methods for increasing revenue			

SMP Goal 5

Sustain fiscal resource management and stewardship:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	including a farmer’s market, swap meet, used car sales lot, and community services to increase revenue generation			
<p>2. Enact the Financial Recovery Plan and achieve fiscally stability</p>	<ul style="list-style-type: none"> • Complete annual updates to the Financial Recovery Plan within the participatory governance framework • Ensure the Financial Recovery Plan continues to prioritize the student-centered funding formula, vision for success, and sustainability 	<p>Measure 5.2.1 Total FTES Generated (LACCD Annual FTES Report)</p> <p>Measure 5.2.2 Expenditures per FTES (LACCD Annual Final Budget Report)</p> <p>Measure 5.2.3 WSCH/FTEF (LACCD Annual Data Book)</p> <p>Measure 5.2.4 Average class size</p>	<p>Baseline 2019-2020: 4,533</p> <p>Target • Increase to: 5,000 (+10%)</p> <p>Baseline • 2019-2020: \$7,978/FTES</p> <p>Target • TBD (Reorg Plan Needed)</p> <p>Baseline • Fall 2019: 426</p> <p>Target • Increase to: 540 (+27%)</p> <p>Baseline • Fall 2019: 28.3</p> <p>Target • Increase to: 34.0 (+20%)</p>	<ul style="list-style-type: none"> • Administrators • Budget Committee • Classified Managers • Department Chairs
<p>3. Strengthen integrated program review, planning, and resource allocation prioritization process</p>	<ul style="list-style-type: none"> • Integrate and document an annual budget development calendar/timeline including alignment with the restricted funding 	<p>Measure 5.3.1 Revision of the LASC Participation Decision-Making and Integrated Planning Handbook</p>	<p>Target • A revised handbook is produced</p>	<ul style="list-style-type: none"> • Academic Senate • Administrators • Budget Committee • Classified Managers • Co-Chairs: <ul style="list-style-type: none"> ○ College Council ○ Budget Committee

SMP Goal 5

Sustain fiscal resource management and stewardship:

Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	<p>allocations (SEA-PAC & Perkins)</p> <ul style="list-style-type: none"> • Ensure all programs and services on campus complete an annual program review • Ensure the Budget Committee uses program review to inform the allocation process • Provide annual professional development on budget development, fund accounting, and budget manager best practices 			<ul style="list-style-type: none"> ○ Program Review Committee ○ Strategic Planning Committee
<p>4. Generate Revenue</p>	<ul style="list-style-type: none"> • Increase capacity for grant writing and pursuit of additional funding streams • Growth of Community Services courses/programs • Start an Alumni Association • Continue to grow facility rental revenue including additional staffing to support growth • Explore and implement creative methods for increasing revenue including a farmer’s 	<p><u>Measure 5.4.1</u> The total amount of revenue generated annually</p>	<p>Baseline</p> <ul style="list-style-type: none"> • 2019-2020: \$924,973 <p>Target</p> <ul style="list-style-type: none"> • Increase to: \$1,387,460 (+50%) 	<ul style="list-style-type: none"> • Academic Senate • Academic Senate President • Administrators • Budget Committee • College Council • Director of College Facilities • Events and Venue Coordinator • Work Environment Committee

SMP Goal 5

Sustain fiscal resource management and stewardship:

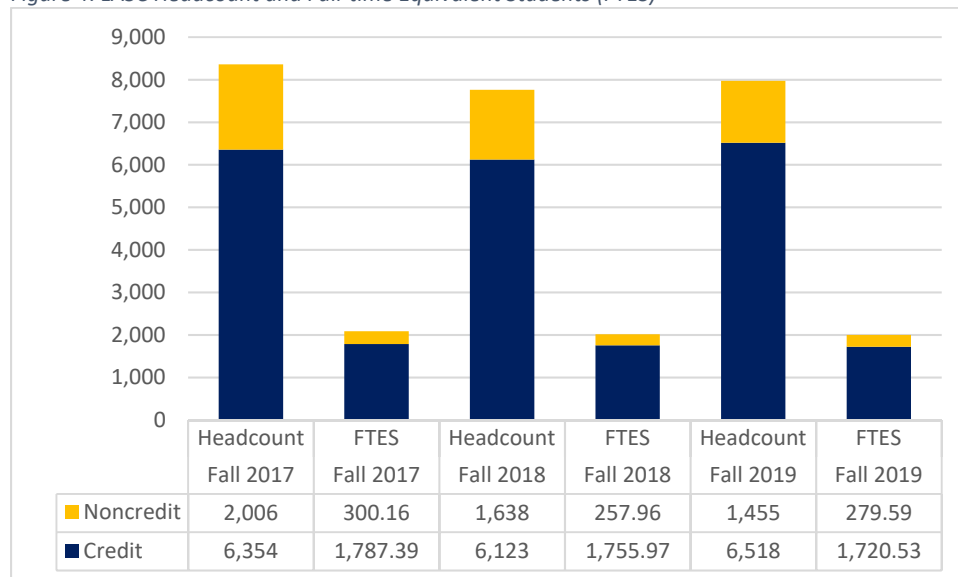
Objectives	Suggested Activities	Measures	Target(s)	Responsible Entity
	market, swap meet, used car sales lot, and community services to increase revenue generation			

Appendix A

Student Enrollment

Los Angeles Southwest College (LASC) has experienced a decline in student enrollment between Fall 2017 and Fall 2019, a 4.6% decline of student headcount and a 4.2% decline of Full-Time Equivalent Students (FTES). Preliminary Fall 2020 figures show a continued decrease in enrollments: -19% credit headcount, -28% credit enrollment, and more than 30% decrease in FTES. Current projections show an annual decline of 28% in FTES for 2020-2021. Over that time, LASC has experienced several challenges: decreased number of high school graduates, slow curriculum approval processes, budgetary constraints, social and economic factors, and the COVID-19 pandemic, to name a few. LASC has faced those challenges directly by executing a series of interventions, including, but not limited to, expansion of dual enrollment agreements, offering newly approved courses and programs that lead to well-paying jobs, increased outreach to the local community, expanded marketing efforts, robust student services, implementation of AB 705 and Guided Pathways, improved scheduling practices, and enhanced campus facilities and operations. The current economic recession and COVID-19 pandemic are the greatest threats to upholding the college’s Mission. LASC looks to forcefully intervene to ensure that the Mission is achieved.

Figure 4: LASC Headcount and Full-time Equivalent Students (FTES)



Source: LASC PS Headcount database; Southwest 20-21 1st Qtr. Planning Worksheet v2

From Fall 2017 to Fall 2019, enrollments have increased in online and hybrid course offerings. Online enrollments increased by 33% and by 61% in hybrid classes. All the while, on-campus enrollments decreased by 11%. Overall, the college has experienced a decrease of 7% in enrollments: 1% in credit enrollments and 30% decrease in noncredit enrollments.

Table 1: Enrollments by Location Type

	Fall 2017	Fall 2018	Fall 2019
Credit	14,347	13,889	14,219
HYBRID	87	116	140
LASC	11,415	10,643	10,143
OFFSITE	406	530	692
ONLINE	2,439	2,600	3,244
Noncredit	3,760	2,840	2,637
LASC	3,470	2,504	2,481
OFFSITE	290	336	156
Total	18,107	16,729	16,856

Source: LASC PS FTES database

Class Offerings

During that time period, instructional course offerings decreased by 1%. The largest decrease in course offerings occurred in noncredit classes, followed by classes scheduled on-campus (-9%). Classes scheduled for online instruction increased by 36%.

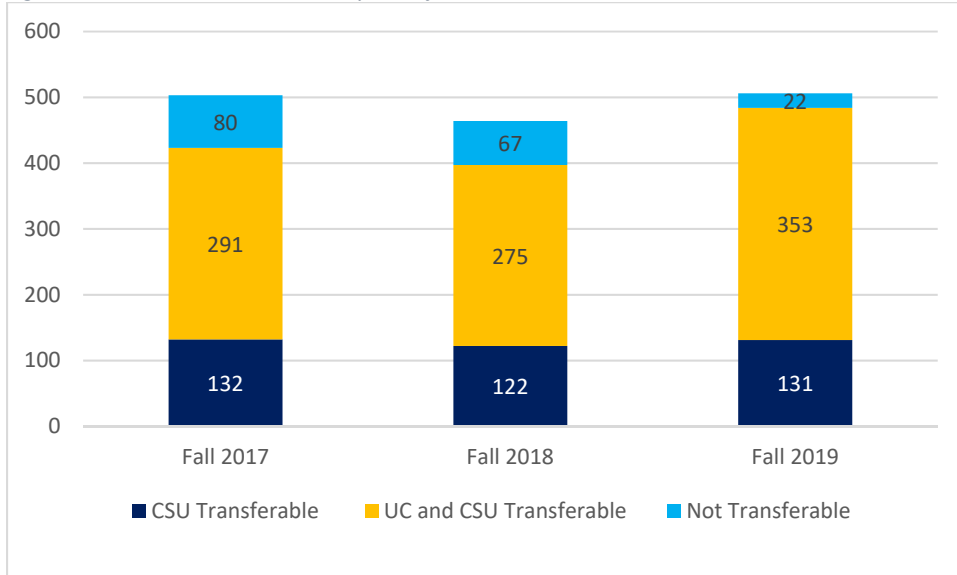
Table 2: Section Counts by Location

	Fall 2017	Fall 2018	Fall 2019
Credit	503	464	506
HYBRID	4	5	6
LASC	409	363	372
OFFSITE	16	15	27
ONLINE	74	81	101
Noncredit	72	66	62
LASC	65	56	57
OFFSITE	7	10	5
Total	575	530	568

Source: LASC PS FTES database

Los Angeles Southwest College is committed to empowering a diverse student population and its surrounding community to achieve their academic and career goal. To that end, the college has intentionally increased the number of transferable classes to the California State University (CSU) and University of California (UC) systems. From Fall 2017 to Fall 2019, the college has scheduled 14% more CSU/UC transferable classes; with the majority of transferable classes having dual transfer status.

Figure 5: For Credit Section Counts by Transfer Status



Source: LASC PS FTES database

Student Demographic Data

Los Angeles Southwest College is home to a culturally diverse community. In Fall 2019, 41% of the students enrolled exclusively in credit classes identified their race/ethnicity as African American and 48% as Hispanic/Latino. In noncredit classes, students overwhelmingly identified their race/ethnicity as Hispanic/Latino. From Fall 2017 to Fall 2019, the number of credit-only African American students has declined by 15% and the Hispanic/Latino student population has increased by 21%.

Table 3: Student Headcount by Race/Ethnicity

	Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%
Credit	6,354	76.0%	6,123	78.9%	6,518	81.8%
African American	3,116	49.0%	2,748	44.9%	2,649	40.6%
Asian/Pacific Islander	135	2.1%	125	2.0%	122	1.9%
Caucasian	147	2.3%	143	2.3%	183	2.8%
Hispanic/Latino	2,565	40.4%	2,752	44.9%	3,115	47.8%
Multi-Ethnic	178	2.8%	181	3.0%	204	3.1%
Native American	9	0.1%	7	0.1%	6	0.1%
Unknown	204	3.2%	167	2.7%	239	3.7%
Noncredit	2,006	24.0%	1,638	21.1%	1,455	18.2%
African American	36	1.8%	57	3.5%	79	5.4%
Asian/Pacific Islander	14	0.7%	11	0.7%	8	0.5%
Caucasian	11	0.5%	10	0.6%	10	0.7%
Hispanic/Latino	1,851	92.3%	1,485	90.7%	1,313	90.2%
Multi-Ethnic	2	0.1%	3	0.2%	1	0.1%
Native American		0.0%	1	0.1%	1	0.1%
Unknown	92	4.6%	71	4.3%	43	3.0%
Total	8,360	100.0%	7,761	100.0%	7,973	100.0%

Source: LASC PS Headcount database

Historically, the student population at Los Angeles Southwest College has been predominantly female. In Fall 2019, the male student population increased by 8% over the previous year; however, the proportion of female to male students continues to hover over a 70% to 30% split.

Table 4: Student Headcount by Gender

	Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%
Credit	6,354	76.0%	6,123	78.9%	6,518	81.8%
Female	4,430	69.7%	4,255	69.5%	4,442	68.1%
Male	1,922	30.2%	1,867	30.5%	2,072	31.8%
Unknown	2	0.0%	1	0.0%	4	0.1%
Noncredit	2,006	24.0%	1,638	21.1%	1,455	18.2%
Female	1,368	68.2%	1,122	68.5%	953	65.5%
Male	638	31.8%	505	30.8%	480	33.0%
Unknown		0.0%	11	0.7%	22	1.5%
Total	8,360	100.0%	7,761	100.0%	7,973	100.0%

Source: LASC PS Headcount database

At Los Angeles Southwest College, the credit-only student population tends to be younger than the noncredit-only student population. In Fall 2019, 71% of credit-only students were under the age of 30 and 81% of noncredit-only students were 30 years of age or older.

Table 5: Student Headcount by Age

	Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%
Credit	6,354	76.0%	6,123	78.9%	6,518	81.8%
19 or Less	1,418	22.3%	1,563	25.5%	1,915	29.4%
20-24	1,805	28.4%	1,654	27.0%	1,717	26.3%
25-29	1,049	16.5%	986	16.1%	1,004	15.4%
30-34	629	9.9%	596	9.7%	643	9.9%
35-39	427	6.7%	396	6.5%	406	6.2%
40-49	552	8.7%	516	8.4%	470	7.2%
50+	474	7.5%	412	6.7%	363	5.6%
Noncredit	2,006	24.0%	1,638	21.1%	1,455	18.2%
19 or Less	42	2.1%	46	2.8%	41	2.8%
20-24	166	8.3%	138	8.4%	123	8.5%
25-29	169	8.4%	121	7.4%	116	8.0%
30-34	239	11.9%	182	11.1%	166	11.4%
35-39	261	13.0%	186	11.4%	163	11.2%
40-49	485	24.2%	386	23.6%	313	21.5%
50+	644	32.1%	579	35.3%	533	36.6%
Total	8,360	100.0%	7,761	100.0%	7,973	100.0%

Source: LASC PS Headcount database

Employee Demographic Data

Los Angeles Southwest College employed nearly 450 people in Fall 2019, the number of employees at the college has increased by 5% since Fall 2017. The classified professional workforce increased by 14% during that time, while the number of tenured or tenure track faculty increased by 4%. Overall, in Fall 2019, the race/ethnicity composition of the college was primarily African America (37%) followed by Hispanic/Latino (16%). Important to note, nearly a quarter of the workforce at the college has not identified their race/ethnicity. Over the past three years, females account for nearly 52% of the college workforce. Classified employees tend to be younger in age than other employees, 45% under the age of 45.

Table 6: Employee Headcount by Race/Ethnicity

	Fall 2017		Fall 2018		Fall 2019	
Educational Administrator	10	2.3%	9	2.1%	8	1.8%
African American	2	20.0%	4	44.4%	3	37.5%
Asian		0.0%	1	11.1%	1	12.5%
Hispanic/Latino	1	10.0%	1	11.1%	1	12.5%
Unknown	7	70.0%	3	33.3%	3	37.5%
Academic, Tenured/Tenure Track	80	18.8%	83	19.2%	83	18.6%
African American	33	41.3%	36	43.4%	39	47.0%
Asian	5	6.3%	5	6.0%	5	6.0%
Hispanic/Latino	12	15.0%	13	15.7%	12	14.5%
Unknown	13	16.3%	10	12.0%	9	10.8%
White Non-Hispanic	17	21.3%	19	22.9%	18	21.7%
Academic, Temporary	211	49.5%	205	47.5%	213	47.8%
African American	43	20.4%	68	33.2%	73	34.3%
Asian	8	3.8%	12	5.9%	12	5.6%
Hispanic/Latino	23	10.9%	26	12.7%	25	11.7%
Multi-Ethnicity	1	0.5%	2	1.0%	1	0.5%
Unknown	106	50.2%	53	25.9%	59	27.7%
White Non-Hispanic	30	14.2%	44	21.5%	43	20.2%
Classified	125	29.3%	135	31.3%	142	31.8%
African American	43	34.4%	52	38.5%	51	35.9%
American Indian/Alaskan Native		0.0%		0.0%	1	0.7%
Asian	5	4.0%	7	5.2%	7	4.9%
Hispanic/Latino	33	26.4%	35	25.9%	33	23.2%
Multi-Ethnicity	1	0.8%	1	0.7%	1	0.7%
Unknown	34	27.2%	30	22.2%	40	28.2%
White Non-Hispanic	9	7.2%	10	7.4%	9	6.3%
Total	426	100.0%	432	100.0%	446	100.0%

Source: CCCCO MIS Data Mart

Table 7: Employee Headcount by Gender

	Fall 2017		Fall 2018		Fall 2019	
Educational Administrator	10	2.3%	9	2.1%	8	1.8%
Female	4	40.0%	4	44.4%	4	50.0%
Male	6	60.0%	5	55.6%	4	50.0%
Academic, Tenured/Tenure Track	80	18.8%	83	19.2%	83	18.6%
Female	49	61.3%	52	62.7%	51	61.4%
Male	31	38.8%	31	37.3%	32	38.6%
Academic, Temporary	211	49.5%	205	47.5%	213	47.8%
Female	105	49.8%	105	51.2%	109	51.2%
Male	106	50.2%	100	48.8%	104	48.8%
Classified	125	29.3%	135	31.3%	142	31.8%
Female	63	50.4%	62	45.9%	67	47.2%
Male	62	49.6%	73	54.1%	75	52.8%
Total	426	100.0%	432	100.0%	446	100.0%

Source: CCCCO MIS Data Mart

Table 8: Employee Headcount by Age

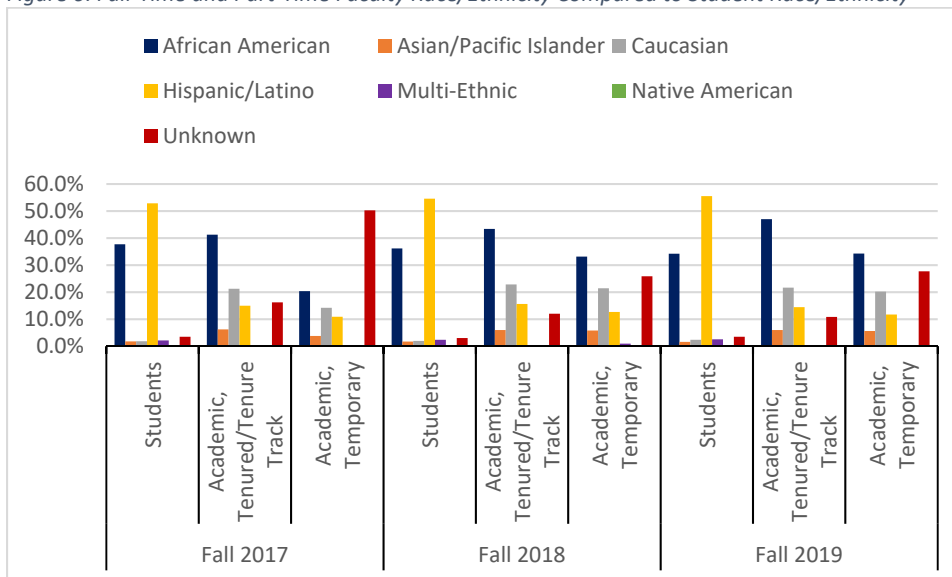
	Fall 2017		Fall 2018		Fall 2019	
Educational Administrator	10	2.3%	9	2.1%	8	1.8%
18 to 34	1	10.0%	1	11.1%	1	12.5%
35 to 39	1	10.0%	1	11.1%		0.0%
40 to 44	2	20.0%	1	11.1%	2	25.0%
45 to 49		0.0%	1	11.1%	1	12.5%
50 to 54	2	20.0%	1	11.1%	1	12.5%
55 to 59	2	20.0%	2	22.2%	2	25.0%
60 to 64	2	20.0%	2	22.2%	1	12.5%
Academic, Tenured/Tenure Track	80	18.8%	83	19.2%	83	18.6%
18 to 34	2	2.5%	1	1.2%	1	1.2%
35 to 39	6	7.5%	3	3.6%	3	3.6%
40 to 44	9	11.3%	13	15.7%	10	12.0%
45 to 49	19	23.8%	17	20.5%	16	19.3%
50 to 54	10	12.5%	13	15.7%	16	19.3%
55 to 59	10	12.5%	11	13.3%	9	10.8%
60 to 64	11	13.8%	9	10.8%	11	13.3%
65 to 69	6	7.5%	8	9.6%	9	10.8%
70+	7	8.8%	8	9.6%	8	9.6%
Academic, Temporary	211	49.5%	205	47.5%	213	47.8%
18 to 34	26	12.3%	23	11.2%	19	8.9%
35 to 39	29	13.7%	33	16.1%	27	12.7%
40 to 44	27	12.8%	24	11.7%	27	12.7%
45 to 49	28	13.3%	30	14.6%	32	15.0%
50 to 54	21	10.0%	22	10.7%	26	12.2%

55 to 59	27	12.8%	20	9.8%	23	10.8%
60 to 64	22	10.4%	20	9.8%	17	8.0%
65 to 69	17	8.1%	17	8.3%	21	9.9%
70+	14	6.6%	16	7.8%	21	9.9%
Classified	125	29.3%	135	31.3%	142	31.8%
18 to 34	24	19.2%	29	21.5%	28	19.7%
35 to 39	15	12.0%	15	11.1%	22	15.5%
40 to 44	12	9.6%	16	11.9%	14	9.9%
45 to 49	16	12.8%	13	9.6%	16	11.3%
50 to 54	23	18.4%	21	15.6%	18	12.7%
55 to 59	14	11.2%	15	11.1%	17	12.0%
60 to 64	16	12.8%	21	15.6%	20	14.1%
65 to 69	4	3.2%	4	3.0%	5	3.5%
70+	1	0.8%	1	0.7%	2	1.4%
Total	426	100.0%	432	100.0%	446	100.0%

Source: CCCCO MIS Data Mart

Figure 3 shows the race/ethnicity composition of all students (credit and noncredit) and compares it to the tenured and temporary faculty make-up. The proportion of Hispanic/Latino students is greater than the percentage of Hispanic/Latino faculty employed at LASC. As previously noted, the number of African American students attending LASC has decreased since Fall 2017, while the number of Hispanic/Latino students has remained about the same (from 4,416 in Fall 2017 to 4,428 in Fall 2019). Over that time period, the number of tenured and temporary Hispanic/Latino faculty has remained relatively unchanged (from 35 in Fall 2017 to 37 in Fall 2019). The greatest increase in faculty is observed with temporary African American faculty as the number of faculty in that group increased from 43 to 73, from Fall 2017 to Fall 2019.

Figure 6: Full-Time and Part-Time Faculty Race/Ethnicity Compared to Student Race/Ethnicity

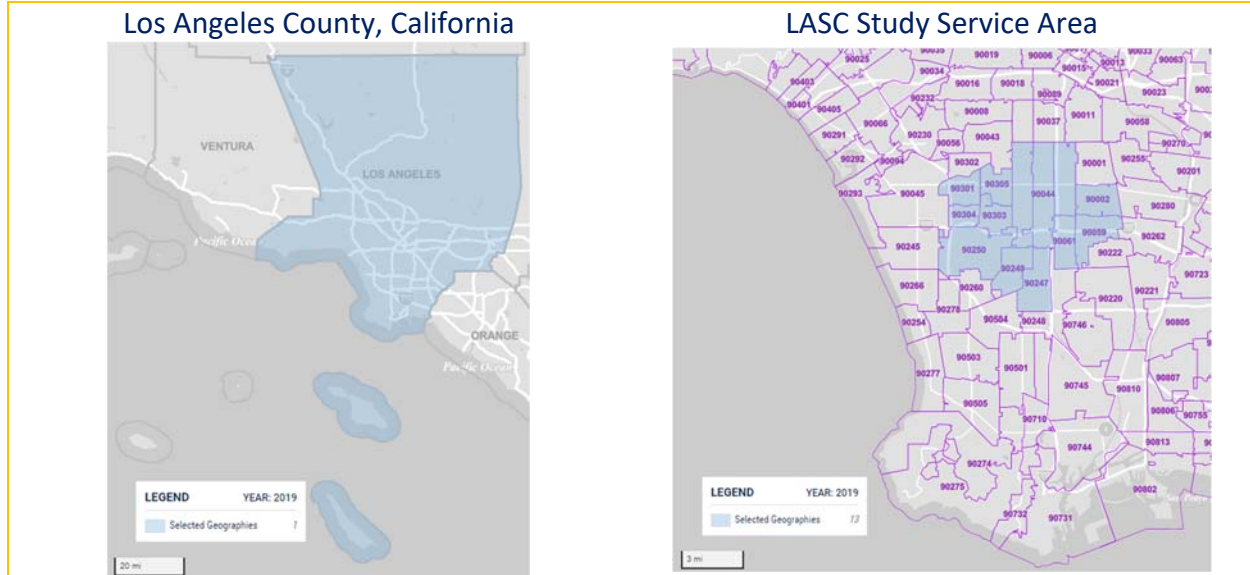


Source: LASC PS Headcount database; CCCCO MIS Data Mart

College Service Area Population and Student Comparison

LASC serves a socioeconomically and ethnically diverse community in Los Angeles County (L.A. County). In addition to South Los Angeles, our service area includes the communities of Gardena, Hawthorne, Inglewood, Compton, and Lynwood. The maps below, Figure 4, depict the boundaries of L.A. County and the college's district defined Study Service Area (SSA). The SSA encompasses 13 primary zip codes at the heart of South Los Angeles.

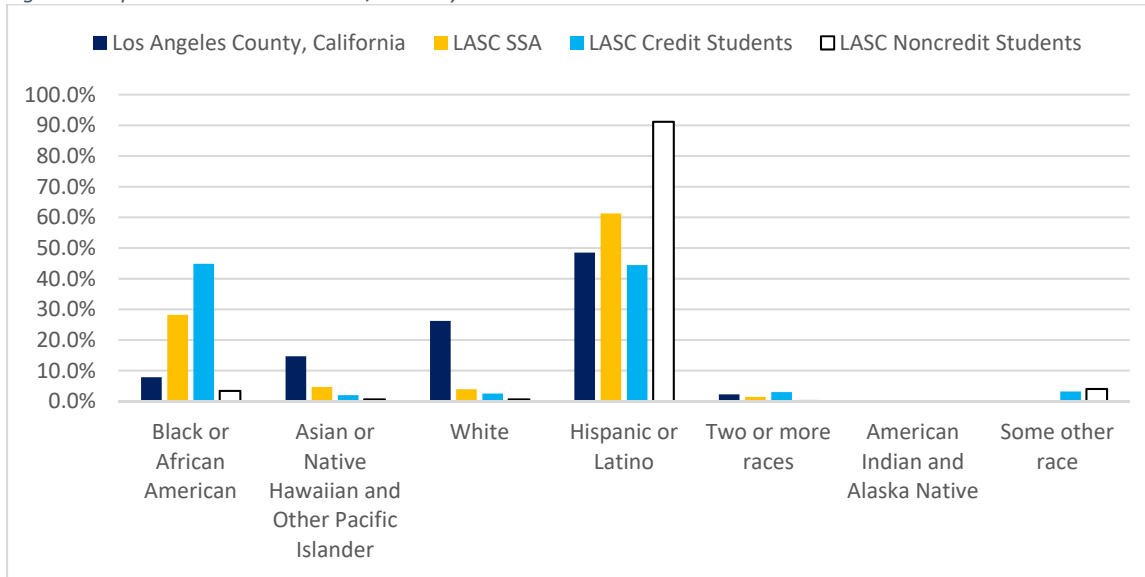
Figure 7: Maps of L.A. County and LASC SSA



The U.S. Census Bureau, American Community Survey (ACS) estimates that 10,081,570 people reside in L.A. County. Additionally, the ACS 5-year estimates show that 627,334 (6.2%) of those residents live in the LACCD defined SSA for LASC. The figures below compare the percentage of the population for L.A. County, the LASC SAA, and LASC student body by: Race/Ethnicity, Gender, and Age.

Figure 5 shows that there is a greater representation of African American residents in the LASC SSA population than in the L.A. County population (+20.4%). The percentage of Hispanic/Latino residents represented in the LASC SSA is also greater than in L.A. County (+12.8%). Using a three-year average of the student headcount by race/ethnicity, shown in Table 3, reveals a stark difference in the composition of the LASC student population and the surrounding community. African American credit students make up a greater proportion of the LASC population than any other race/ethnic group, and they are represented to a greater extent on campus than in the SSA or L.A. County. Hispanic/Latino noncredit students, on the other hand, constitute a greater percentage of the LASC population when compared to other race/ethnic groups on campus, and they too are notably represented on campus than in the SSA or L.A. County. Collectively, 36.0% of credit and noncredit students are African American students and 54.3% are Hispanic/Latino.

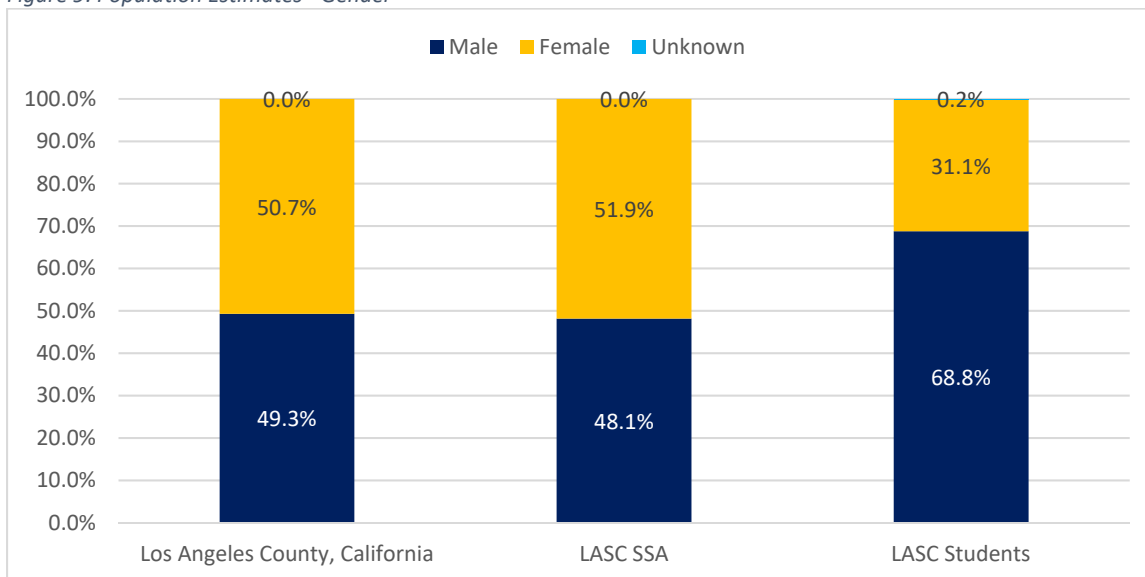
Figure 8: Population Estimates - Race/Ethnicity



Source: U.S. Census Bureau, 2015-2019 ACS 5-Year Estimates Data Profiles (TableID: DP05); LASC PS Headcount database

The percentage of female residents in the LASC SSA is slightly greater than in L.A. County, but not considerably (+1.2%). LASC female students, in contrast, make up a greater proportion of the population on campus than in the LASC SSA or L.A. County, or their male counterparts. The three-year average of student headcount by gender, represented in Table 4, yielded a negligible difference between credit and noncredit students' (< 2.0%) gender composition.

Figure 9: Population Estimates - Gender

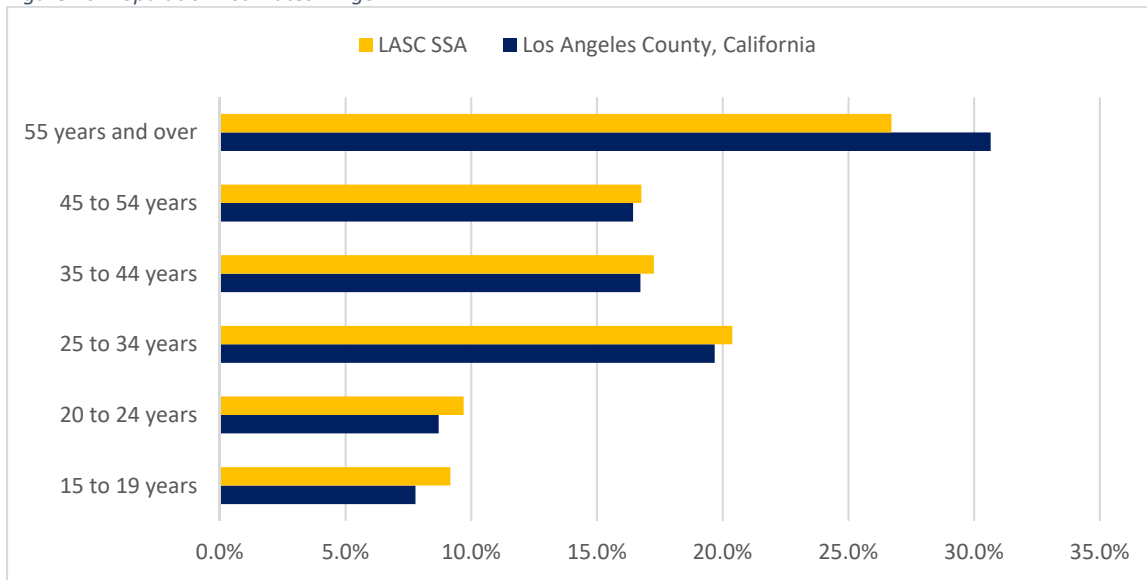


Source: U.S. Census Bureau, 2015-2019 ACS 5-Year Estimates Data Profiles (TableID: DP05); LASC PS Headcount database

Figure 7 indicates that the college-age population (15 years of age and over) is somewhat younger within the LASC SSA than in L.A. County. The age ranges used by the U.S. Census Bureau ACS makes it difficult to compare the ages of LASC students directly to the ages of the SSA or L.A. County population.

However, the three-year average of student headcount by age, demonstrated in Table 5, shows that the credit student population is younger than the noncredit student population at LASC. Nearly 70% of the credit students are less than 30-years of age; in comparison, just over 80% of the noncredit students are 30-years of age or older. Further evaluation of the ACS population estimates show that the nearly 61% of SSA college-age population is 35 years of age or older and nearly 64% of the L.A. County college-age population is 35 years of age or older.

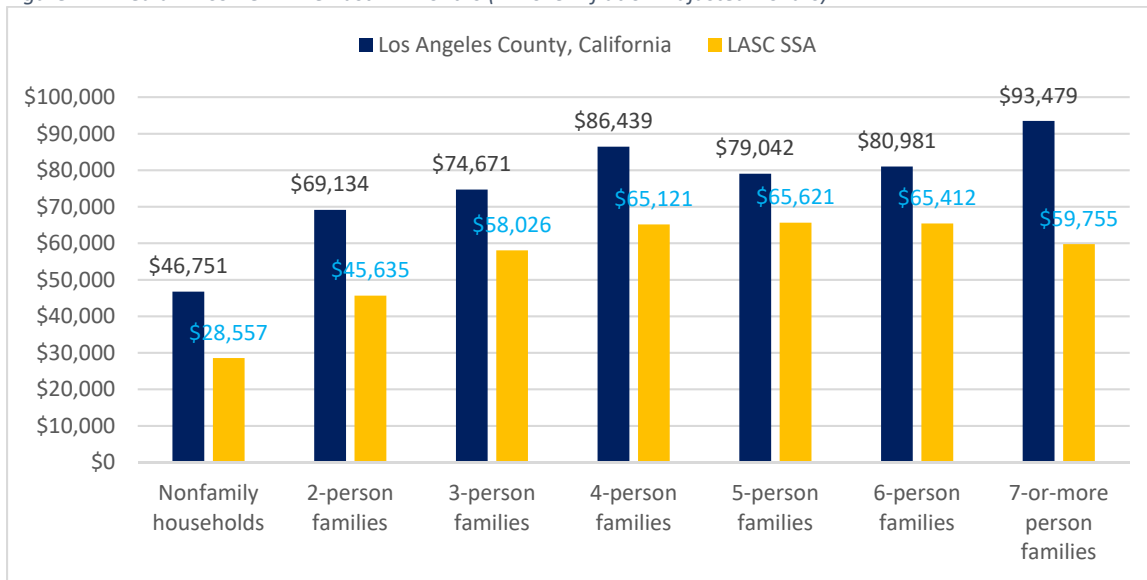
Figure 10: Population Estimates – Age



Source: U.S. Census Bureau, 2015-2019 ACS 5-Year Estimates Data Profiles (TableID: DP05)

The LASC SSA has a lower median household income and a higher rate of poverty than L.A. County. The overall median income difference between the LASC SSA population and the L.A. County population is \$20,339, with LASC SSA residents showing a lower median income. For nonfamily households, where individuals can be living alone or communally with others, the difference in median income is \$18,194. That difference increases for two-person families (\$23,499), is lowest for five-person families (\$15,569), and the greatest for seven-person families (\$33,724).

Figure 11: Median Income In The Past 12 Months (In 2019 Inflation-Adjusted Dollars)



Source: U.S. Census Bureau, 2015-2019 ACS 5-Year Estimates Data Profiles (TableID: S1903)

The LASC SSA defines the college’s primary service area; however, many students from outside that primary service area enroll at the college and take classes online or in-person. Table 9 shows the top 10 zip codes from where students originate. Nearly 58% of the credit students that attend LASC reside in the zip codes listed under the Credit section of the table. The zip codes listed under the Noncredit section account for nearly 70% of the noncredit students enrolled at LASC. Approximately 43% of the student body at LASC come from other zip codes.

Table 9: Student Headcount by Top 10 Zip Codes

	Fall 2017	Fall 2018	Fall 2019
Credit	6,354	6,123	6,518
90044	913	945	1,034
90047	592	516	537
90003	489	490	499
90250	405	350	303
90061	272	279	296
90059	246	252	256
90002	252	252	248
90043	181	186	209
90001	178	184	199
90247	186	187	194
Other Zip Codes	2,640	2,482	2,743
Noncredit	2,006	1,638	1,455
90044	344	293	266
90250	238	176	149
90047	173	126	126
90304	164	101	102
90303	138	120	89
90003	97	81	75
90247	114	79	65
90061	94	74	52
90301	81	66	50
90249	42	39	43
All Zip Codes	8,360	7,761	7,973

Source: LASC PS Headcount database

Labor Market Data

Los Angeles Southwest College is sited within the Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA). The top 10 occupations (professions or careers in the workforce) in terms of projected number of jobs available in 2026 requiring and Associate’s Degree are shown in Table 10. The median annual earning for those occupations ranges from \$31,106 to \$107,680.

Table 10: Top 10 Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2020 Jobs	2026 Jobs	2020 - 2026 % Change	Median Hourly Earnings	Median Annual Earnings
Paralegals and Legal Assistants	17,073	19,082	12%	\$25.35	\$52,733.16
Preschool Teachers, Except Special Education	16,787	17,959	7%	\$14.95	\$31,105.68
Respiratory Therapists	6,730	7,476	11%	\$37.97	\$78,978.33
Dental Hygienists	6,662	7,450	12%	\$51.77	\$107,680.33
Web Developers and Digital Interface Designers	6,941	7,388	6%	\$35.30	\$73,415.95
Radiologic Technologists and Technicians	5,861	6,440	10%	\$39.48	\$82,120.51
Computer Network Support Specialists	5,787	6,028	4%	\$32.29	\$67,165.61
Electrical and Electronic Engineering Technologists and Technicians	5,899	5,685	(4%)	\$30.23	\$62,888.29
Architectural and Civil Drafters	4,528	4,585	1%	\$30.17	\$62,743.38
Human Resources Assistants, Except Payroll and Timekeeping	4,430	4,419	(0%)	\$19.59	\$40,756.13

Source: EMSI Q4 2020 Data Set

Table 11 lists the top 10 occupations calling for a Post-Secondary Certificate. Median annual earning for those occupations range from \$28,800 to \$90,100. Many professions or careers with Post-Secondary Certificate requirements and the greatest number of projected jobs available, in six years, are in the Medical and Health Services fields.

Table 11: Top 10 Occupations Requiring a Post-Secondary Certificate in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2020 Jobs	2026 Jobs	2020 - 2026 % Change	Median Hourly Earnings	Median Annual Earnings
Heavy and Tractor-Trailer Truck Drivers	45,682	48,603	6%	\$22.54	\$46,883.47
Nursing Assistants	41,519	47,176	14%	\$16.16	\$33,619.98
Medical Assistants	32,174	35,617	11%	\$17.43	\$36,256.20
Licensed Practical and Licensed Vocational Nurses	26,364	29,537	12%	\$27.74	\$57,699.41
Dental Assistants	19,446	21,118	9%	\$18.65	\$38,799.60
Automotive Service Technicians and Mechanics	19,021	18,520	(3%)	\$21.94	\$45,629.27
Hairdressers, Hairstylists, and Cosmetologists	14,086	16,414	17%	\$13.84	\$28,786.21
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	14,134	16,000	13%	\$22.19	\$46,151.24
Firefighters	9,891	10,357	5%	\$43.32	\$90,099.10
Manicurists and Pedicurists	9,212	10,338	12%	\$13.31	\$27,684.51

Source: EMSI Q4 2020 Data Set

Student Achievement Data and Institution-Set Standards

Student Achievement is the core of Los Angeles Southwest College. The population served by the college faces numerous challenges. A recent [Key Indicators of Health](#) report informs that in Service Planning Area 6 (SPA 6), of which LASC is located, nearly 42% of adults have attained less than a high school education; 57% of adults are employed; 34% of the population lives in poverty; 32% of households with incomes <300% below the Federal Poverty Level are food insecure. Other socio-economic factors also impact the community that LASC serves, but a feature that stands above the existing barriers is the resiliency of the surrounding community and the LASC student body.

Over the past three years the college has observed a small decline in course success rates (-1.1%). Table 12 shows that the greatest declines in course success rates are observed for Caucasian (-8.7%) and Native American students (-10.0%). Caucasian and Native American students, however, account for less than 3% of credit students attending LASC. Course success rates for Hispanic/Latino students, which account for 48% of credit students, decreased by 1.7% over the three-year period.

Table 12: Course Success Rates by Race/Ethnicity

	Fall 2017		Fall 2018		Fall 2019	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
African American	7,443	59.7%	6,580	60.1%	6,239	59.0%
Asian/Pacific Islander	239	72.8%	226	73.9%	216	77.8%
Caucasian	226	82.7%	209	78.0%	266	74.1%
Hispanic/Latino	5,599	63.3%	6,059	63.1%	6,598	61.6%
Multi-Ethnic	378	61.6%	414	51.4%	426	58.7%
Native American	18	50.0%	11	45.5%	20	40.0%
Unknown	453	67.8%	390	69.0%	454	62.3%
Total	14,356	62.0%	13,889	61.9%	14,219	60.9%

Source: LASC PS Enrollments database

The slight decrease in course success rates is also observed by gender, see Table 13. Course success rates decreased by 1.2% for female students and by 0.9% for male students.

Table 13: Course Success Rates by Gender

	Fall 2017		Fall 2018		Fall 2019	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
Female	9,843	63.1%	9,464	63.3%	9,709	61.8%
Male	4,508	59.7%	4,424	58.7%	4,506	58.7%
Unknown	5	20.0%	1	100.0%	4	50.0%
Total	14,356	62.0%	13,889	61.9%	14,219	60.9%

Source: LASC PS Enrollments database

Table 14 presents course success rates by age. Students ages 19 or less experienced the greatest decrease in course success rates (-4.5%), followed by students between ages 35 to 39 (-1.7%). Course success rates increased for students between ages 20 to 24 (+1.3%), ages 25 to 29 (+1.5%), and ages 40 to 49 (1.5%). More striking is the difference between younger students and older students. The data indicates that older students are more likely to complete their courses successfully. For example, in Fall 2019, the collective course success rates for students between the ages 40-49 was 72.0%; in comparison, the collective course success rates for students between the ages 20-24 was 58.9%. That is a 13% difference between those age groups and the same results trend over the observed three-year period.

Table 14: Success Rates by Age

	Fall 2017		Fall 2018		Fall 2019	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
19 or Less	3,200	59.4%	3,805	59.8%	4,214	54.9%
20-24	4,591	57.6%	4,206	56.6%	4,145	58.9%
25-29	2,207	60.7%	2,080	62.5%	2,103	62.2%
30-34	1,317	65.1%	1,207	67.4%	1,246	65.8%
35-39	918	73.0%	827	73.6%	859	71.0%
40-49	1,130	70.4%	1,001	70.1%	956	72.0%
50+	993	69.7%	763	67.5%	696	68.0%
Total	14,356	62.0%	13,889	61.9%	14,219	60.9%

Source: LASC PS Enrollments database

An upward trend is observed in the number of degrees and certificates awarded over the last three years. In fact, the total number of awards conferred increased by 43% from 2017-2019 to 2019-2020. The number of Transfer Degrees awarded has increased the most over that three-year period (+78%), followed by Certificates of Achievement (+27%) and Associate Degrees (+6%). The college recently began offering noncredit awards and over a two-year period there has been an increase in the number of Noncredit Certificates completed, from 35 awarded certificates in 2018-2019 to 193 in 2019-2020.

The top-five Transfer Degrees awarded were: Business Administration, Psychology, Sociology, Administration of Justice, and Early Childhood Education. The top-five Associate Degrees conferred were: Liberal Studies: Teacher Prep, Social and Behavioral Sciences, Liberal Arts: Natural Sciences, Nursing Associate, and Interdisciplinary Studies: Option 1). CSU General Education and IGETC certificates of achievement were tops in the number of Certificates of Achievement conferred. The two most awarded Noncredit Certificates were Introduction to Building and Construction and Phlebotomy Technician 1.

Table 15: Awards Conferred by Type and Ethnicity

	2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%
Associate Degree	662	58.6%	694	57.0%	700	43.4%
African American	384	58.0%	399	57.5%	373	53.3%
Asian/Pacific Islander	13	2.0%	13	1.9%	8	1.1%
Caucasian	6	0.9%	7	1.0%	4	0.6%
Hispanic/Latino	213	32.2%	229	33.0%	272	38.9%
Multi-Ethnic	24	3.6%	21	3.0%	25	3.6%
Unknown	22	3.3%	25	3.6%	18	2.6%
Certificate of Achievement	275	24.4%	309	25.4%	349	21.6%
African American	141	51.3%	145	46.9%	164	47.0%
Asian/Pacific Islander	4	1.5%	8	2.6%	6	1.7%
Caucasian	1	0.4%	6	1.9%	4	1.1%
Hispanic/Latino	114	41.5%	125	40.5%	156	44.7%
Multi-Ethnic	6	2.2%	9	2.9%	9	2.6%
Unknown	9	3.3%	16	5.2%	10	2.9%
Certificate of Competency		0.0%		0.0%	144	8.9%
African American					14	9.7%
Caucasian					2	1.4%
Hispanic/Latino					121	84.0%
Multi-Ethnic					1	0.7%
Unknown					6	4.2%
Noncredit Certificate		0.0%	35	2.9%	193	12.0%
African American			17	48.6%	70	36.3%
Asian/Pacific Islander				0.0%	4	2.1%
Caucasian				0.0%	10	5.2%
Hispanic/Latino			16	45.7%	94	48.7%
Multi-Ethnic			1	2.9%	6	3.1%
Unknown			1	2.9%	9	4.6%
Skills Certificate	98	8.7%	72	5.9%	61	3.8%
African American	63	64.3%	45	62.5%	20	32.8%
Hispanic/Latino	29	29.6%	20	27.8%	31	50.8%
Multi-Ethnic	4	4.1%	2	2.8%	3	4.9%
Unknown	2	2.0%	5	6.9%	7	11.5%

Transfer Degree	94	8.3%	108	8.9%	167	10.3%
African American	38	40.4%	52	48.1%	71	42.5%
Asian/Pacific Islander		0.0%	1	0.9%	1	0.6%
Caucasian		0.0%	2	1.9%	1	0.6%
Hispanic/Latino	50	53.2%	42	38.9%	83	49.7%
Multi-Ethnic	3	3.2%	4	3.7%	5	3.0%
Unknown	3	3.2%	7	6.5%	6	3.6%
Total	1,129	100.0%	1,218	100.0%	1,614	100.0%

Source: LASC PS Awards database

Table 16 shows the degrees and certificates awarded by gender. Females account for 72% of all awards conferred during the three-year period and males accounted for 26%. Those percentages are similar to the representation of females and males that attend the college (69% and 31%, respectively). More significant is the increase in the number of awards attained by both genders during the three-year period. The total number of awards bestowed to females went from 879 to 1,112. For males, the increase was yet greater: from 250 to 1,090.

Table 16: Awards Conferred by Type and Gender

	2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%
Associate Degree	662	58.6%	694	57.0%	700	43.4%
Female	513	77.5%	523	75.4%	531	75.9%
Male	149	22.5%	171	24.6%	169	24.1%
Certificate of Achievement	275	24.4%	309	25.4%	349	21.6%
Female	206	74.9%	215	69.6%	249	71.3%
Male	69	25.1%	94	30.4%	100	28.7%
Certificate of Competency		0.0%		0.0%	144	8.9%
Female					103	71.5%
Male					39	27.1%
Unknown					2	1.4%
Noncredit Certificate		0.0%	35	2.9%	193	12.0%
Female			8	22.9%	58	30.1%
Male			25	71.4%	135	69.9%
Unknown			2	5.7%		0.0%
Skills Certificate	98	8.7%	72	5.9%	61	3.8%
Female	86	87.8%	61	84.7%	52	85.2%
Male	12	12.2%	11	15.3%	9	14.8%
Transfer Degree	94	8.3%	108	8.9%	167	10.3%
Female	74	78.7%	69	63.9%	119	71.3%
Male	20	21.3%	39	36.1%	48	28.7%
Total	1,129	100.0%	1,218	100.0%	1,614	100.0%

Source: LASC PS Awards database

The Accrediting Commission for Community and Junior Colleges requires that colleges establish Institution-set Standards (ISS) for student achievement that is appropriate to its mission and assesses how well the college is achieving the ISS in pursuit of continuous improvement. Los Angeles Southwest College first established ISS in 2015. In fall 2019, the college reviewed the ISS standards and established new ISS and stretch goals (SG); in spring 2020 the revised ISS were adopted by the college.

Table 17 shows the recently adopted ISS for LASC. The student body at LASC has achieved the college’s previously set standards and the new ISS and stretch goals are indicative of that success. The ISS Course Completion Rates (CCR) established in 2015 were set at 57.2%, the new standard for CCR is 61% with a SG of 66%. Previously, the degree completion (DC) standard was 269 per year; the revised ISS DC is 647 with a SG of 700. Likewise, the ISS certificate completion (CC) standard has gone from 27 per year to 361 per year with a SG of 380. Importantly, in 2015, the ISS only accounted for occupational certificates. The revised ISS for CC include transfer certificates and skills certificates. Transfer ISS were initially set at 115 per year and the new ISS is 378 with a stretch goal of 400.

The college has also set ISS for Licensure Examination Pass Rates and Employment Rates for Career and Technical Education Students. The initial National Council Licensure Examination for Registered Nurses Pass Rates (NCLEX) ISS was 73% and the new NCLEX ISS is set at 85% with a stretch goal of 95%. The revised ISS employment rates are dependent on the number of students who completed programs; thus, employment rates are suppressed for programs where fewer than 10 students completed. For that reason, there is some variation between the programs with initially set standards and the programs with revised ISS. For those programs where comparisons can be made, the revised ISS and stretch goals are greater than those initially set.

Table 17: Institution-Set Standards and Stretch Goals

Measure	Definition	Institution-Set Standard	Stretch Goal	Most Recent Year’s Performance	Previous Year’s Performance	5-Year Average
Course Completion Rates	Percentage of students enrolled at census who received a grade of A, B, C, or P	61.0%	66.0%	62.9%	64.8%	61.0%
Certificates Completion	Number of transfer studies, CTE, and skills certificates conferred in an academic year (July 1 through June 30)	361	380	367	423	313
Degrees Completion	Number of associate and transfer degrees conferred in an	647	700	741	793	667

Measure	Definition	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year's Performance	5-Year Average
	academic year (July 1 through June 30)					
Number of Transfers	Number of students transferring to a four-year UC or CSU institution within an academic year (July 1 through June 30)	378	400	429	373	378
Licensure Examination Pass Rates						
Nursing	Examination passage rates for past three years in programs for which students must pass a licensure examination in order to work in their field of study	85.0%	95.0%	76.1%	69.5%	70.1%
Employment Rates for Career and Technical Education Students						
Note: Only programs with reliable data and where there were at least 10 students who completed the program in the designated year are listed below						
Business and Management	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data	65.0%	100.0%	73.1%	64.3%	67.2%
Health		75.0%	100.0%	87.5%	81.5%	78.2%
Family and Consumer Sciences		65.0%	100.0%	61.4%	58.1%	67.8%
Public and Protective Services		65.0%	100.0%	63.9%	79.0%	66.6%

Source: Student Achievement Data – Institution-Set Standards Report (11.7.2019)

Appendix B

List of Acronyms

AA	Associate of Arts Degree
ACS	American Community Survey
ADT	Associate Degree for Transfer
AS	Associate of Science Degree
AST	Associate of Science Transfer Degree
CalWORKs	California Work Opportunity and Responsibility to Kids
CAPS	Career & Academic Programs
CARE	Cooperative Agencies Resources for Education
CC	Certificate Completion
CCC	California Community College
CCCCO	California Community Colleges Chancellor's Office
CCR	Course Completion Rates
CCS	Campus Climate Survey
CSU	California State University
CTE	Career Technical Education
DC	Degree Completion
DRC	Dream Resource Center
DSP	District Strategic Plan
EAP	Employee Assistance Program
EMP	Education Master Plan
EOPS	Extended Opportunity Programs and Services
ESC	Educational Service Center
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
HC	Headcount
IDEA	Inclusion, Diversity, Equity, Anti-Racism
IGETC	Intersegmental General Education Transfer Curriculum

ISS	Institution-Set Standard
JVs	Journal Vouchers
LACCD	Los Angeles Community College District
LASC	Los Angeles Southwest College
MSA	Metropolitan Statistical Area
NCLEX	National Council Licensure Examination for Registered Nurses
OER	Open Educational Resources
OIE	Office of Institutional Effectiveness
PAAWS	Pathways of Accelerated Academics for the Working Student
PRO	Public Relations Office
PS	PeopleSoft
SCFF	Student Centered Funding Formula
SEA-PAC	Student Equity and Achievement Program Advisory Committee
SEMP	Strategic Education Master Plan
SG	Stretch Goals
SMP	Strategic Master Plan
SPA	Service Planning Area
SPC	Strategic Planning Committee
SSA	Study Service Area
SSS	Student Satisfaction Survey
TBD	To Be Determined
UC	University of California
VfS	Vision for Success
WSCH	Weekly Student Contact Hours