

***Caring Campus* Readiness Assessment**

Los Angeles Southwest College has expressed interest in participating in the Institute for Evidence-Based Change (IEBC) *Caring Campus* initiative for professional staff. Based on prior conversations we invite you to take the first step toward implementation: completing this document. We created this Readiness Assessment to ensure colleges are ready to benefit from the initiative and are set up for success from the very start. We appreciate your honest responses to the items below.

1. How do you expect your college will benefit from the *Caring Campus* initiative?

In a post-COVID-19 environment, we hope to enhance student support services with a human and empathetic approach. Our LASC team, students, and community have been deeply impacted by the global pandemic. We hope that the *Caring Campus* initiative will create an opportunity to reset, refocus, and reengage our campus community in the important work we do everyday to support our community. In regard to outcomes, we hope:

- To achieve more connectedness with our students and the essential work that we perform
- Increase student retention and responsiveness to requests for assistance
- Increase overall student success
- Improve employee engagement, morale, and the overall working environment at LASC

2. Please provide a brief history of efforts on your campus to improve student success in the past five years. Be sure to include a discussion about institutionalization and sustainability.

Much work has been done in the past five years to improve student success. With Academic Affairs, we developed and implemented a two-year schedule to ensure students would have course offerings in the correct sequence, guaranteed in specific semesters to improve completion. We developed and launched our [program mapper](#) to clearly identify LASC's career and academic pathways (CAPS's or meta-majors) as well as certificates and degrees offered. We reduced basic skills offerings for math and English and fully implemented AB 705. For student services, we launched our [Dream Resource Center](#) supported our undocumented and AB 540 students. We secured a [\\$2.1 million grant](#) with the state of California to pilot a program combatting homelessness with rapid rehousing. This led to the launch of our Gaining Access Through Education, Work, and Yielding Stability ([GATEWAYS](#)) housing support program. We opened our food pantry to support food insecurity with our students. We are actively expanding partnerships with local providers to provide fresh produce to students weekly. We opened our [Welcome Center](#) to provide a one-stop-shop for students to receive assistance with applications, financial aid, questions, and more. We secured a [\\$1.7 million Predominantly Black Institution \(PBI\) Grant](#) to support Black student enrollment and success. We secured \$65,000 to launch a new Family Resource Center to support our student parents at LASC. We also updated and streamlined our onboarding process and email information to be more responsive to student

needs from day one. We are in the process of implementing the early alert system and incorporating basic needs indicators within that system. As you can see, we have been actively pursuing improving student success, retention, and completion at LASC.

3. Is your college implementing *Guided Pathways*? If so, please describe your implementation experience to date.

Yes, LASC is implementing guided pathways. The college has been very engaged with the guided pathways process. We have had Guided Pathways Committee since 2018. The committee identified guided pathways outcomes that are now being institutionalized within the participatory governance committee charges to ensure permanent, embedded guided pathways activities. We are almost complete with our institutionalization of the full guided pathways plan. Many initiatives described in response two including the full implementation of AB 705, the two-year schedule, the program mapper, and our career and academic pathways (CAPS's or meta-majors) have been successful implementations of guided pathways. We are going to begin curriculum audits, academic visioning, and archiving non-viable programs, which will take place by June 2022.

4. Does your college have a *staff senate* or other organized staff group with identified leadership? If so, please describe their membership, activities, structure, and influence on campus.

LASC does not have a staff senate. Our classified professionals are represented by the union group AFT 1521A. This is the leadership group that supports activities, professional development, and overall support for the classified professionals on campus. Their leadership team is composed of a union chapter chair and executive leadership team who consult with the president monthly and provide guidance and support for the AFT 1521A members. This group also supports the annual Employee Recognition Day event and bringing professional development opportunities to LASC.

5. How will you ensure financial and other resources are available to support *Caring Campus* behaviors identified by staff for implementation?

Much of this work is aligned with creating a warm, welcoming, responsive, post COVID-19 environment at LASC. The college president fully supports this initiative and is committed to identifying funds, as needed, to accomplish these activities. There is also IEPI funding tied to enhancing classified professionals and their professional development opportunities, which can also be used.

6. Does your college have a formal equity plan? How is equity data used to inform interactions between professional staff and students? How do you assess the impact of your equity efforts?

Yes, LASC has a formal equity plan. The plan is assessed annually and tracked throughout the year by the Student Equity and Achievement Committee (SEA-PAC). Data is assessed and informs the program review process, which then leads to actionable goals and outcomes to improve student success. Campus climate surveys and student forums are also conducted to inform and improve services. We assess our equity plan and strategic education master plan goals annually and have institutionalized the improvement of these goals within our participatory governance structures. These outcomes are also assessed annually with our stretch goals and presented within our data book.

7. Identify and describe your staff professional development efforts to support diversity, equity, and inclusion (DEI). How do you assess the impact on staff and students of these professional development efforts?

We have embraced professional development opportunities to support diversity, equity, and inclusion. Our professional development coordinator has worked diligently with our classified professional leadership team to ensure opportunities for professional development are available. We sent teams of employees to the A2MEND virtual professional development opportunities. LASC engaged in USC's Equity Alliance, sending teams monthly to engage in diversity, equity, and inclusion work. Those teams would then return and complete presentations to the campus community about what they learned. We assess the impact of these activities by through the campus climate surveys and focus groups as well as measure success with increased retention and completion.

8. Will staff, faculty, and students be available to participate in confidential group interviews or complete anonymous online surveys—created, administered, and analyzed by IEBC—about their sense of connectedness to your college; knowledge, attitudes, and beliefs about the *Caring Campus* initiative; impact of the *Caring Campus* initiative; and other related issues? What experience does your college have with staff, faculty, and student surveys and interviews?

Yes, all campus personnel will be able and encouraged to participate in confidential group interviews, anonymous surveys, and any other assessment activities needed to participate within the *Caring Campus* initiative. Our college has extensive, annual experience with surveys, both online and in-person, group interviews, focus groups, and campus forums.

9. Do you currently assess student satisfaction with services provided by staff? If so, what systems are in place—how do you collect the information and how is feedback provided to staff?

Yes, LASC completes annual assessments for all divisions to assess student satisfaction provided by all employees, including staff. We use the Qualtrics Survey Tool to collect feedback. This is then aggregated into data packets for each program, department, and division to be used within

the program review process to set goals and improve satisfaction. We also have responsive data dashboards available on our SharePoint site, accessible by the campus community with both aggregated and disaggregated information.

10. Are the following data elements available from your student information system for the past three years disaggregated by: (a) all students, (b) full/part-time status, (c) ethnicity, (d) gender; (e) first time in college students, and (f) low-income (based on financial aid status)? Please use the notes column to discuss any known issues with the data element and subpopulations.

Item	Status	Notes
Enrollment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Course retention rates	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Course success (grade of C or better) rates	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Term-to-term persistence rates	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Year-to-year (spring to following fall) persistence rates	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Completion rates	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

11. Anything else you'd like to add about your college and IEBC's *Caring Campus* initiative?

LASC is very excited to submit this assessment and would love to be considered for this wonderful opportunity. Our entire team is committed to this initiative and we are happy to provide any other information to be selected. Thank you!

Completed and submitted by: Seher Awan

Name of College: Los Angeles Southwest College

Name: Seher Awan

Title: College President

Date: 01/13/22

Please return to Janet Nowell (Jnowell@iebcnow.org) by December 10, 2021.