Los Angeles Southwest College
Los Angeles Community College District

INSTITUTIONAL *Self-Evaluation* REPORT

In Support of an Application for Reaffirmation of Accreditation

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

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LOS ANGELES
SOUTHWEST COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2022

Certification

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

From: Seher Awan, Ed.D.
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

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

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

Signatures:

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Laura I. Perez, Dean of NACES, Teamsters Local 911 — Date: 7/20/22

Benjamin Camacho, Student Government President (Acting) — Date: 07-14-22

Christzann Ozan, SEIU Local 99 — Date: 7-19-22

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Cassaundra Walker, AFT Classified Staff Guild 1521a — Date: 07-14-22

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A. Introduction

College History

Los Angeles Southwest College (LASC), 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 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 firefighter 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 about 400 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.

The college has experienced a lot of change since the last comprehensive review in 2016. Some of the major developments are described below:

Administration: In 2018, Los Angeles Southwest College and the LACCD selected Dr. Seher Awan to lead the college. When named President, Dr. Awan energized and revitalized the college after having five presidents oversee the campus on either an interim or permanent basis between 2013 and 2018. She has brought a strategic focus on equity, fiscal solvency, and renewed engagement with the community. President Awan has also been instrumental to the college's navigation of the COVID-19 pandemic. In July 2022, Dr. Anthony Culpepper joined LASC as Interim President.

New Facilities: Thanks to voter approved bound measures, LASC's campus opened a School of Science in 2019 and will welcome a Student Union in 2023.

The School of Science holds six classrooms, 10 labs, faculty offices and a rooftop observatory. The two-story building will engage students in the fields of physiology, anatomy, biotech, biology, microbiology, geography, geology, and chemistry.

The Student Union will serve as the heart of student life on-campus. The two-story addition will add student lounge spaces, a gaming room, conference, and meeting spaces, as well as offices for the Associated Students Organization, Student Life, and Administration. In addition, it will include dedicated spaces to support vital student services such as the Campus Food Pantry.

New Student Support Programs: LASC offers a wide range of programs that provide students with individualized support for a variety of needs and has recently added more programs critical to student success.

The Gaining Access Through Education, Work, and Yielding Stability, or GATEWAYS, program supports students who may encounter barriers such as homelessness or housing insecurity along their academic journey.

Umoja Learning Community educators and learners are committed to the academic success, personal growth and self-actualization of African Americans and other students. The program is diversity-focused with a cross-cultural philosophy.

LASC's Promise Program serves first-time college students with a comprehensive strategy designed to support them in completing their degree and/or a workforce certificate. The program supports students who attend the college full-time by waiving tuition for two-years, providing priority enrollment access, and pairing a dedicated support team that provides a wide array of academic and student support services.

New Academic Programs: LASC has added many academic programs in recent years that aim to address labor market shortages and align with the college's mission and vision. In response to the Covid-19 Pandemic, and to address the needs of students in a remote environment, more than 50% of the college's programs can be completed entirely online. In May 2022, Los Angeles Southwest College's substantive change request was approved by the ACCJC to ensure viability of those programs.

Some of the College's newest programs include the following:

- Students studying the newly instituted Social Justice Associate Degree for Transfer program take core courses in sociology, history, and political science to investigate historical and modern-day social inequalities. Students focus on ways to create greater social equality and engage with the local community.

- LASC's Certified Nursing Assistant (CNA) Program was launched in 2017 under an H3B grant. The CNA program offers 8-week, 10-week, and 16-week options to prepare students for State certification and employment as a Nursing Assistant or Health Home Aide. With the high demand for healthcare positions within LASC's service area, this program gained popularity. In 2018, the college expanded the program with dual enrollment partners, beginning the first K-12 cohort at Da Vinci High School. The college has continued to expand this program by adding additional high school partners including Freemont and Gardena High Schools. When the COVID-19 pandemic began in March 2020, the college secured permission to convert the program to online instruction. With the impact on enrollment due to the pandemic, LASC changed from dual enrollment to concurrent enrollment, combining courses to allow for the K-12 cohorts to continue successfully online. As the college transitions back to on-campus instruction, the program plans to continue to offer the lecture portion of the course work online to empower adult learners, while reengaging the lab coursework in-person. This continues to be a strong partnership empowering our surrounding community and K-12 partners.

- The Introduction to Building and Construction Trades Certificate of Completion prepares students to meet the requirements for entry into construction-related apprenticeship programs and entry level construction positions in the public and private sector. The certificate is awarded as part of the HireLAX program, a collaboration partnering LASC with Los Angeles World Airports, the Parsons Corporation, among many other organizations.

- The academic coursework and clinical training provided in the Phlebotomy Technician I Certificate of Completion curriculum help students become a California Certified Phlebotomist Technician I. Once students complete the program and pass the approved certifying exam, they become eligible to apply for certification by the California Department of Public Health.

- In 2019, Apple's Community Education Initiative Division approached LASC to discuss developing coding curriculum to support the underrepresented communities the institution serves. The College enthusiastically agreed to this partnership and began the process by sending LASC faculty to the Apple training institute in 2020. The College submitted a proposal for curriculum development along with the equipment needed from Apple to successfully implement the partnership. To make the content accessible to all students, Los Angeles Southwest College created a non-credit to credit pathway with stackable certificates and courses that can be offered in both English and Spanish. The non-credit certificate includes three courses in vocational education supporting the "Everyone Can Code" spirit, while introducing iPads MacBook Pros and Apple

applications to students. This noncredit certificate leads to two credit certificates composed of 18 units each: The "Foundation Coding Certificate," and the "Developer Certificate." Los Angeles Southwest College began offering these certificate courses to its K-12 partners through dual enrollment. The College is excited to begin year two of the partnership, training more faculty to teach these courses, and completing the certificate pathway to begin job placement with Apple.

Rebranding the College: LASC was established in 1967 and the college's official logo was developed in 1978. In spring 2020, a Logo Refresh Presidential Taskforce chaired by the Public Relations Manager was created to facilitate a participatory and collegial process through town halls, surveys, and forums with a consultant to help create a new Athletics logo, refresh the college's existing logo and shield, and develop documented brand guidelines to unify the campus community. The logos and brand guidelines were finalized by fall 2021. With the completion of this project, refreshed marketing materials were created across the campus. Each department and program received stationery, an LASC icon branded to their area, and table clothes for outreach events.

The college continues this work with the development of one-page marketing sheets for each program, updates to the college website, and branded marketing videos showcasing LASC departments and services. The college updated its social media presence and implemented the brand guidelines to enhance the LASC YouTube page, which has provided for more interactive marketing and outreach opportunities. This work has been celebrated by the Community College Public Relations Organization, a professional development and service organization that promotes excellence in California's community college public relations and related professions. At its annual CCPRO Awards event, the organization awarded LASC several honors in recent years. This includes earning Bronze for its Viewbook in 2020, Gold for its Annual Report in 2021 and Bronze for its Annual Report in 2022.

COVID-19 Pandemic: As the COVID-19 pandemic became a serious threat, LASC prioritized the safety and security of its students and employees, but also the community which it calls home. LASC has provided students with an equitable learning experience by offering easy online access to classes and services, supported employees with necessary certification and training, and looked to care for the surrounding community by hosting food and clothing giveaways, blood drives, COVID-19 testing centers, a voting center, free laptops and internet access, and more, all in a safe and secure environment.

Sites

Los Angeles Southwest College is one of nine education centers in the Los Angeles Community College District. The campus is located at the intersection of Imperial Highway and South Western Avenue, near the communities of West Athens, Westmont, Gardena, Hawthorne, Inglewood, Willowbrook, Lennox, West Rancho Dominguez, Alondra Park, and Lawndale, to name a few. LASC is also home to Middle College High School, a Los Angeles Unified School District (LAUSD) high school, and Bright Star Secondary Charter Academy, a Bright Star School. The site is located at 1600 West Imperial Highway, Los Angeles, CA 90047.

Specialized or Programmatic Accreditation

The Los Angeles Southwest College Nursing Program is approved through the California Board of Registered Nurses (BRN) and is currently seeking Accreditation at the national level through the Accreditation Commission for Education in Nursing (ACEN); full ACEN accreditation is expected by 2023.

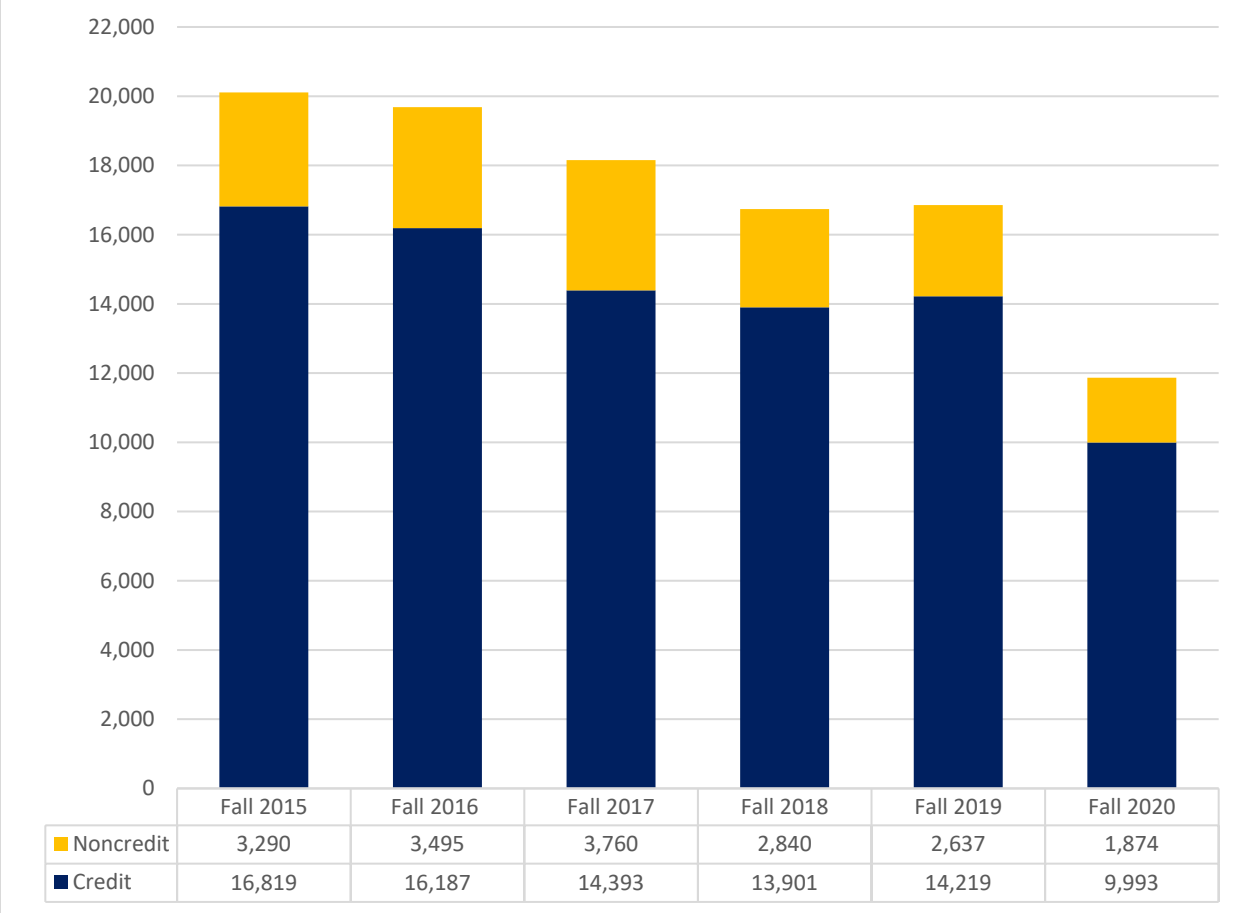
Student Enrollment Data

Los Angeles Southwest College has experienced a decline in student enrollment since fall 2015, that decline is most prevalent in the term following the onset of the Covid-19 pandemic during fall 2020. Overall enrollments decreased by nearly 16% from fall 2015 to fall 2019, but the college experienced a near 30% reduction in enrollments from fall 2019 to fall 2020 (see Figure 1).

During the 2020-21 academic year, LASC has experienced several challenges that include a decrease in the 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, the expansion of dual enrollment agreements, offering newly approved courses and programs that lead to well-paying jobs, increased outreach to the local community, expansion of marketing efforts, offering robust student services, implementation of AB 705 and Guided Pathways, improved scheduling practices, and enhanced campus facilities and operations.

The economy and COVID-19 Pandemic are the greatest threats to upholding the college Mission. LASC looks to forcefully intervene to ensure that the Mission is achieved.

Figure 1: Student Enrollment, Fall 2015 to Fall 2020



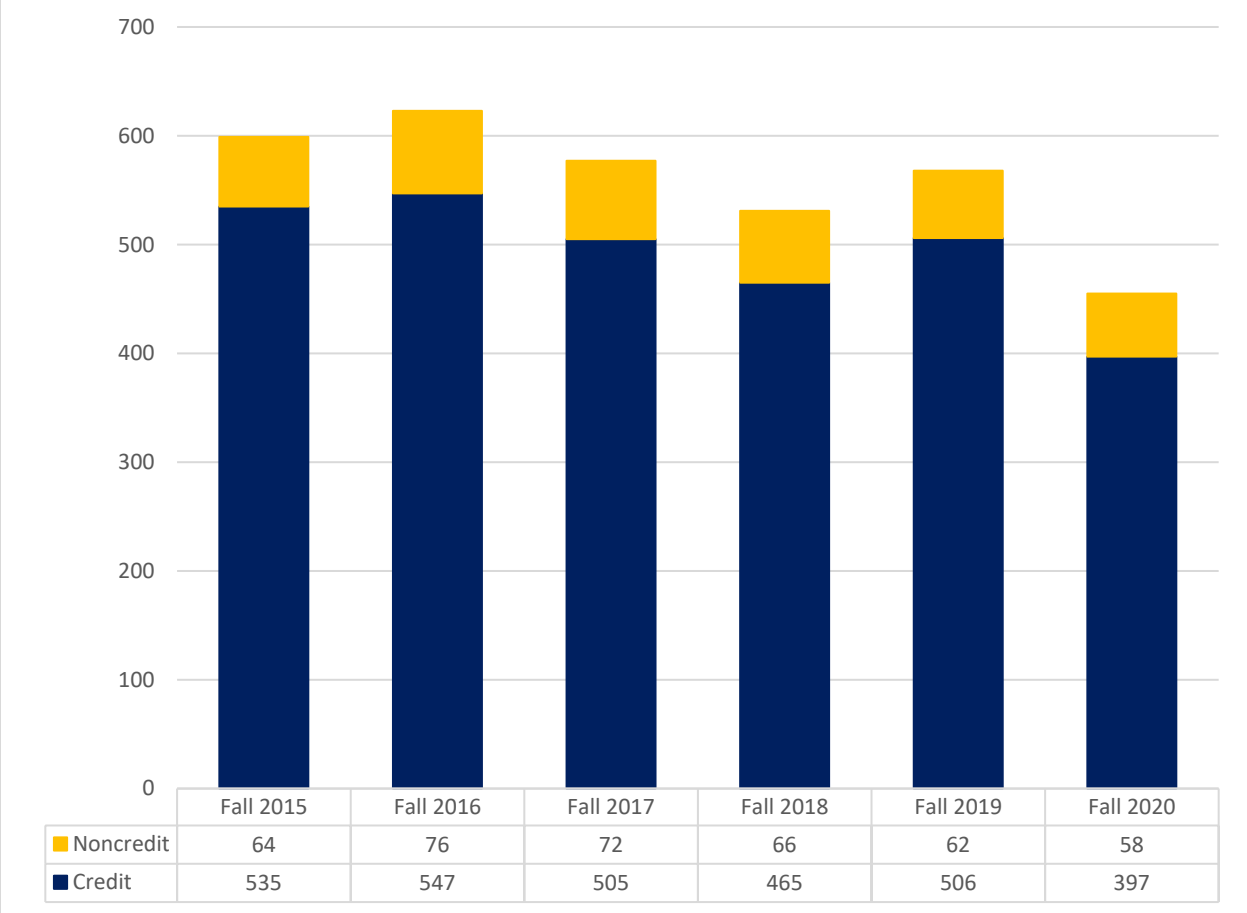
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Noncredit	3,290	3,495	3,760	2,840	2,637	1,874
Credit	16,819	16,187	14,393	13,901	14,219	9,993

Source: LASC PS Enrollment Database (ISER)

From fall 2015 to fall 2019 instructional class offerings decreased by roughly 5% (see Figure 2); however, the onset of the Covid-19 pandemic led to a greater reduction of class offerings from fall 2019 to fall 2020. While noncredit classes experienced a moderate reduction in class offerings, credit classes decreased by nearly 22% and the overall number of classes was reduced by about 20% during that time period.

The Pandemic also influenced the modality of scheduled classes. Until fall 2019 all noncredit classes were offered in-person. In fall 2020, nearly 25% of noncredit classes were scheduled online. Further, from fall 2015 to fall 2019 credit classes were mainly scheduled in-person (>75% in fall 2019). However, in fall 2020 in-person classes accounted for roughly 57% of all credit classes. Five years prior, hybrid and online classes accounted for almost 12% of all scheduled credit classes (see Table 1).

Figure 2: Instructional Offerings, Fall 2015 to Fall 2020



Source: LASC PS Classes FTES Database (ISER)

Table 1: Credit Class Offerings by Distance Education Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	535	89.3%	547	87.8%	505	87.5%	465	87.6%	506	89.1%	397	87.3%
Distance Education Status												
In-Person	472	78.8%	473	75.9%	406	70.4%	362	68.2%	382	67.3%	226	49.7%
Online	50	8.3%	66	10.6%	75	13.0%	86	16.2%	102	18.0%	171	37.6%
Hybrid	13	2.2%	8	1.3%	24	4.2%	17	3.2%	22	3.9%		0.0%

Source: LASC PS Classes FTES Database (ISER)

Prior to the onset of the Pandemic, students primarily enrolled in morning classes, followed by afternoon and then evening classes. However, partly due to the increased number of classes scheduled remotely (online and/or hybrid), in fall 2020 most students that enrolled in credit classes did so online.

Table 2: Credit Enrollments by Time of Day and Mode of Instruction, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	16,819	100.0%	16,187	100.0%	14,393	100.0%	13,901	100.0%	14,219	100.0%	9,993	100.0%
Time of Day												
Morning	8,121	48.3%	8,227	50.8%	6,801	47.4%	6,820	49.1%	6,211	43.7%	3,237	32.4%
Afternoon	3,271	19.4%	2,840	17.5%	2,500	17.4%	2,063	14.9%	2,514	17.7%	965	9.7%
Evening	2,514	14.9%	2,224	13.7%	1,700	11.8%	1,476	10.6%	1,384	9.7%	821	8.2%
Weekend	707	4.2%	522	3.2%	605	4.2%	515	3.7%	615	4.3%	313	3.1%
Online	2,115	12.6%	2,113	13.1%	2,488	17.3%	2,711	19.5%	3,310	23.3%	4,625	46.3%
TBA	91	0.5%	261	1.6%	253	1.8%	304	2.2%	185	1.3%	32	0.3%
Distance Education Status												
In-Person	14,440	85.9%	13,805	85.3%	11,164	77.8%	10,659	76.7%	10,343	72.7%	5,368	53.7%
Online	2,379	14.1%	2,382	14.7%	2,488	17.3%	2,711	19.5%	3,310	23.3%	4,625	46.3%
Hybrid	0	0.0%	0	0.0%	695	4.8%	519	3.7%	566	4.0%	0	0.0%

Source: LASC PS Enrollment Database (ISER)

Demographic Data

Los Angeles Southwest College is a Minority Serving Institution. Nearly 90% of credit enrolled students attending LASC since fall 2015 are either African American/Black or Hispanic/Latino. The data also show that the number of African American/Black students attending LASC has sharply decreased since fall 2015, while the number of Hispanic/Latino students steadily increased from fall 2015 to fall 2019 and then suddenly decreased by 24% at the onset of the Pandemic (see Table 3). African American/Black students experienced an even more dramatic decrease in attendance, about 31%, from fall 2019 to fall 2020.

Students enrolled in noncredit classes are largely Hispanic/Latino (see Table 4). The student body is mainly female, about 70%, in both credit and noncredit programs. One major difference between students in credit and noncredit programs is age. Students enrolled in credit classes tend to be younger than students enrolled in noncredit classes. In fall 2019, 71% of credit students were under the age of 30 and 81% of noncredit students were 30 years of age or older (see Tables 3 and 4).

Table 3: Demographics of Credit Students, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	6,844	100.0%	6,701	100.0%	6,354	100.0%	6,123	100.0%	6,518	100.0%	5,236	100.0%
Ethnicity												
African American/Black	3,881	56.7%	3,643	54.4%	3,106	48.9%	2,741	44.8%	2,651	40.7%	1,842	35.2%
Asian/Pacific Islander	152	2.2%	140	2.1%	133	2.1%	124	2.0%	120	1.8%	173	3.3%
Caucasian/White	98	1.4%	120	1.8%	146	2.3%	143	2.3%	183	2.8%	254	4.9%
Hispanic/Latino	2,328	34.0%	2,436	36.4%	2,583	40.7%	2,768	45.2%	3,120	47.9%	2,624	50.1%
Multi-Ethnic	212	3.1%	204	3.0%	191	3.0%	190	3.1%	210	3.2%	177	3.4%
Native American	18	0.3%	15	0.2%	9	0.1%	7	0.1%	6	0.1%	9	0.2%

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	155	2.3%	143	2.1%	186	2.9%	150	2.4%	228	3.5%	157	3.0%
Gender												
Female	4,712	68.8%	4,669	69.7%	4,429	69.7%	4,253	69.5%	4,437	68.1%	3,726	71.2%
Male	2,132	31.2%	2,032	30.3%	1,915	30.1%	1,864	30.4%	2,070	31.8%	1,502	28.7%
Non-Binary	---	N/A	---	N/A	2	0.0%	1	0.0%	2	0.0%	1	0.0%
Unknown	0	0.0%	0	0.0%	8	0.1%	5	0.1%	9	0.1%	7	0.1%
Age												
19 or less	1,120	16.4%	1,002	15.0%	1,418	22.3%	1,563	25.5%	1,915	29.4%	1,198	22.9%
20-24	2,112	30.9%	2,053	30.6%	1,805	28.4%	1,654	27.0%	1,717	26.3%	1,499	28.6%
25-29	1,223	17.9%	1,224	18.3%	1,049	16.5%	986	16.1%	1,004	15.4%	896	17.1%
30-34	704	10.3%	745	11.1%	629	9.9%	596	9.7%	643	9.9%	603	11.5%
35-39	466	6.8%	497	7.4%	427	6.7%	396	6.5%	406	6.2%	358	6.8%
40-49	624	9.1%	609	9.1%	552	8.7%	516	8.4%	470	7.2%	418	8.0%
50+	595	8.7%	571	8.5%	474	7.5%	412	6.7%	363	5.6%	264	5.0%

Source: LASC PS Headcount Database (ISER)

Table 4:Demographics of Noncredit Students, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	1,900	100.0%	1,928	100.0%	2,006	100.0%	1,638	100.0%	1,455	100.0%	837	100.0%
Ethnicity												
African American/Black	31	1.6%	52	2.7%	36	1.8%	57	3.5%	80	5.5%	47	5.6%
Asian/Pacific Islander	13	0.7%	16	0.8%	14	0.7%	11	0.7%	8	0.5%	4	0.5%
Caucasian/White	2	0.1%	7	0.4%	11	0.5%	10	0.6%	10	0.7%	10	1.2%
Hispanic/Latino	1,833	96.5%	1,818	94.3%	1,855	92.5%	1,489	90.9%	1,314	90.3%	740	88.4%
Multi-Ethnic	3	0.2%	5	0.3%	2	0.1%	3	0.2%	1	0.1%	6	0.7%
Native American	1	0.1%	0	0.0%	0	0.0%	1	0.1%	1	0.1%	1	0.1%
Unknown	17	0.9%	30	1.6%	88	4.4%	67	4.1%	41	2.8%	29	3.5%
Gender												
Female	1,332	70.1%	1,352	70.1%	1,368	68.2%	1,123	68.6%	951	65.4%	610	72.9%
Male	568	29.9%	576	29.9%	638	31.8%	504	30.8%	481	33.1%	210	25.1%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	1	0.1%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	11	0.7%	22	1.5%	17	2.0%
Age												
19 or less	36	1.9%	35	1.8%	42	2.1%	46	2.8%	41	2.8%	12	1.4%
20-24	124	6.5%	139	7.2%	166	8.3%	138	8.4%	123	8.5%	52	6.2%
25-29	190	10.0%	167	8.7%	169	8.4%	121	7.4%	116	8.0%	71	8.5%
30-34	286	15.1%	255	13.2%	239	11.9%	182	11.1%	166	11.4%	108	12.9%
35-39	243	12.8%	280	14.5%	261	13.0%	186	11.4%	163	11.2%	109	13.0%

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
40-49	457	24.1%	466	24.2%	485	24.2%	386	23.6%	313	21.5%	213	25.4%
50+	564	29.7%	586	30.4%	644	32.1%	579	35.3%	533	36.6%	272	32.5%

Source: LASC PS Headcount Database (ISER)

Educational Characteristics

The majority of credit students attending LASC are continuing and returning students and at the onset of the Pandemic that student group decreased least, about 5%. Attendance of concurrent high school, first-time, and transfer student groups was significantly impacted from fall 2019 to fall 2020. Attendance in those groups decreased by 29%, 54%, and 46%, respectively. First-time, full-time, credit students saw the largest decrease in attendance between fall 2019 and fall 2020, about 67%. Also, while the share of all part-time students has steadily increased over the years, part-time students accounted for nearly 87% of all students attending the college in fall 2020 (see Table 5).

More than half of all credit students attending LASC intend to transfer, followed by students looking to complete a general education, and students intending to develop skills for employment. Since fall 2015, however, a large number of students (approximately 13%) are undecided about their educational goal. In addition to serving a culturally diverse student body, the college also serves a great number of students receiving financial aid and first-generation students. Categorical programs also help support special populations of students (see Table 5).

Table 5: Educational Characteristics of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	6,844	100.0%	6,701	100.0%	6,354	100.0%	6,123	100.0%	6,518	100.0%	5,236	100.0%
Enrollment Status												
Concurrent High School Students	476	7.0%	384	5.7%	703	11.1%	772	12.6%	1,103	16.9%	765	14.6%
First-time Students	792	11.6%	741	11.1%	942	14.8%	907	14.8%	895	13.7%	405	7.7%
Transfer Students	917	13.4%	888	13.3%	715	11.3%	526	8.6%	585	9.0%	335	6.4%
Continuing + Returning student	4,658	68.1%	4,688	70.0%	3,994	62.9%	3,918	64.0%	3,935	60.4%	3,731	71.3%
Full-Time / Part-Time												
FIRST-TIME STUDENTS												
All												
Full-Time	318	40.1%	335	45.2%	407	43.2%	478	52.7%	413	46.1%	132	32.6%
Part-Time	474	59.9%	407	54.8%	535	56.8%	430	47.3%	482	53.9%	273	67.4%
ALL STUDENTS												
Full-Time	1,813	26.5%	1,737	25.9%	1,421	22.4%	1,355	22.1%	1,274	19.5%	700	13.4%
Part-Time	5,031	73.5%	4,964	74.1%	4,933	77.6%	4,768	77.9%	5,244	80.5%	4,536	86.6%
Unit Load												
Less than 6 units	2,367	35%	2,395	36%	2,569	40%	2,483	41%	2,975	46%	2,717	52%
6 - 11.5 units	2,728	40%	2,604	39%	2,360	37%	2,279	37%	2,269	35%	1,819	35%
12 units or more	1,748	26%	1,702	25%	1,425	22%	1,361	22%	1,274	20%	700	13%

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Educational Goal												
Occupational	1,215	18%	1,167	17%	919	14%	836	14%	815	13%	602	11%
Transfer	3,515	51%	3,517	52%	3,248	51%	3,170	52%	3,440	53%	2,848	54%
General Education	1,262	18%	1,170	17%	1,090	17%	1,024	17%	1,089	17%	901	17%
Transitional (Basic Skills/HS/GED)	183	3%	169	3%	200	3%	226	4%	263	4%	171	3%
Undecided	669	10%	678	10%	898	14%	867	14%	911	14%	714	14%
Financial Aid												
Promise Grant (Former BOG)	4,583	67%	4,452	66%	4,317	68%	3,858	63%	3,860	59%	2,986	57%
Pell	---	N/A	---	N/A	1,827	29%	1,649	27%	1,808	28%	1,153	22%
Special Populations												
AB540	136	2.0%	132	2.0%	141	2.2%	152	2.5%	181	2.8%	147	2.8%
CAFYES	N/A	N/A	34	0.5%	23	0.4%	39	0.6%	49	0.8%	26	0.5%
CalWORKs	337	4.9%	276	4.1%	261	4.1%	270	4.4%	239	3.7%	133	2.5%
CARE	22	0.3%	20	0.3%	32	0.5%	18	0.3%	36	0.6%	13	0.2%
DSPS	287	4.2%	285	4.3%	215	3.4%	224	3.7%	198	3.0%	77	1.5%
EOPS	485	7.1%	565	8.4%	467	7.3%	278	4.5%	329	5.0%	195	3.7%
First Generation	4,149	60.6%	4,843	72.3%	1,739	27.4%	3,549	58.0%	3,623	55.6%	2,633	50.3%
Foster Youth	286	4.2%	289	4.3%	159	2.5%	131	2.1%	146	2.2%	114	2.2%
Promise	---	N/A	---	N/A	229	3.6%	312	5.1%	275	4.2%	79	1.5%
Special Admit	415	6.1%	373	5.6%	326	5.1%	756	12.3%	1,053	16.2%	764	14.6%
Veteran	121	1.8%	393	5.9%	293	4.6%	193	3.2%	180	2.8%	97	1.9%

Sources: LASC PS Headcount Database (ISER), Institutional Research Data System (IRDS), CCCCO Data Mart

Employee Demographic Data

Los Angeles Southwest College employed 381 people in fall 2020, nearly 15% less than in fall 2019. The decrease in workforce can, in part, be attributed to Supplemental Retirement Programs enacted by the LACCD. Other contributing factors included the college's participation in assessment of its organizational structure aimed at long-term financial stability and the Pandemic's impact on people's reassessment of work-life priorities. In fall 2020, classified employees made up the largest group of permanent employees as they accounted for over one-third of all employees; the academic temporary employees group experienced the greatest workforce reduction, about 22% from fall 2019 to fall 2020.

Nearly a quarter of the workforce at the college did not identify their race/ethnicity in fall 2020. Of the employees that made known their race/ethnicity in that term, 36% are African American/Black, followed by Hispanic/Latino at nearly 18%, and Caucasian/White at almost 16%. Since fall 2015, female employees, on average, accounted for 52% of the college workforce. Further, classified employees tend to be younger in age than other employee groups, in fall 2020 nearly 44% of classified employees were under the age of 45 (see Table 6).

Table 6: Employee Demographics, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	435	100.0%	468	100.0%	426	100.0%	432	100.0%	446	100.0%	381	100.0%
Educational Administrator	7	1.6%	7	1.5%	10	2.3%	9	2.1%	8	1.8%	11	2.9%
Academic, Tenured/Tenure Track	79	18.2%	88	18.8%	80	18.8%	83	19.2%	83	18.6%	76	19.9%
Academic Temporary	222	51.0%	239	51.1%	211	49.5%	205	47.5%	213	47.8%	166	43.6%
Classified	127	29.2%	134	28.6%	125	29.3%	135	31.3%	142	31.8%	128	33.6%
Ethnicity												
EDUCATIONAL ADMINISTRATOR												
African American/Black	5	71.4%	3	42.9%	2	20.0%	4	44.4%	3	37.5%	4	36.4%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	11.1%	1	12.5%	1	9.1%
Caucasian/White	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
Hispanic/Latino	0	0.0%	1	14.3%	1	10.0%	1	11.1%	1	12.5%	1	9.1%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	2	28.6%	3	42.9%	7	70.0%	3	33.3%	3	37.5%	4	36.4%
ACADEMIC, TENURED/TENURE TRACK												
African American/Black	37	46.8%	37	42.0%	33	41.3%	36	43.4%	39	47.0%	41	53.9%
Asian/Pacific Islander	5	6.3%	5	5.7%	5	6.3%	5	6.0%	5	6.0%	5	6.6%
Caucasian/White	13	16.5%	18	20.5%	17	21.3%	19	22.9%	18	21.7%	12	15.8%
Hispanic/Latino	13	16.5%	13	14.8%	12	15.0%	13	15.7%	12	14.5%	8	10.5%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	11	13.9%	15	17.0%	13	16.3%	10	12.0%	9	10.8%	10	13.2%
ACADEMIC, TEMPORARY												
African American/Black	62	27.9%	47	19.7%	43	20.4%	68	33.2%	73	34.3%	47	28.3%
Asian/Pacific Islander	11	5.0%	12	5.0%	8	3.8%	12	5.9%	12	5.6%	7	4.2%
Caucasian/White	35	15.8%	33	13.8%	30	14.2%	44	21.5%	43	20.2%	38	22.9%
Hispanic/Latino	24	10.8%	31	13.0%	23	10.9%	26	12.7%	25	11.7%	27	16.3%
Multi-Ethnic	1	0.5%	1	0.4%	1	0.5%	2	1.0%	1	0.5%	2	1.2%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	89	40.1%	115	48.1%	106	50.2%	53	25.9%	59	27.7%	45	27.1%
CLASSIFIED												
African American/Black	52	40.9%	54	40.3%	43	34.4%	52	38.5%	51	35.9%	46	35.9%
Asian/Pacific Islander	11	8.7%	9	6.7%	5	4.0%	7	5.2%	7	4.9%	4	3.1%
Caucasian/White	9	7.1%	10	7.5%	9	7.2%	10	7.4%	9	6.3%	8	6.3%
Hispanic/Latino	24	18.9%	26	19.4%	33	26.4%	35	25.9%	33	23.2%	31	24.2%

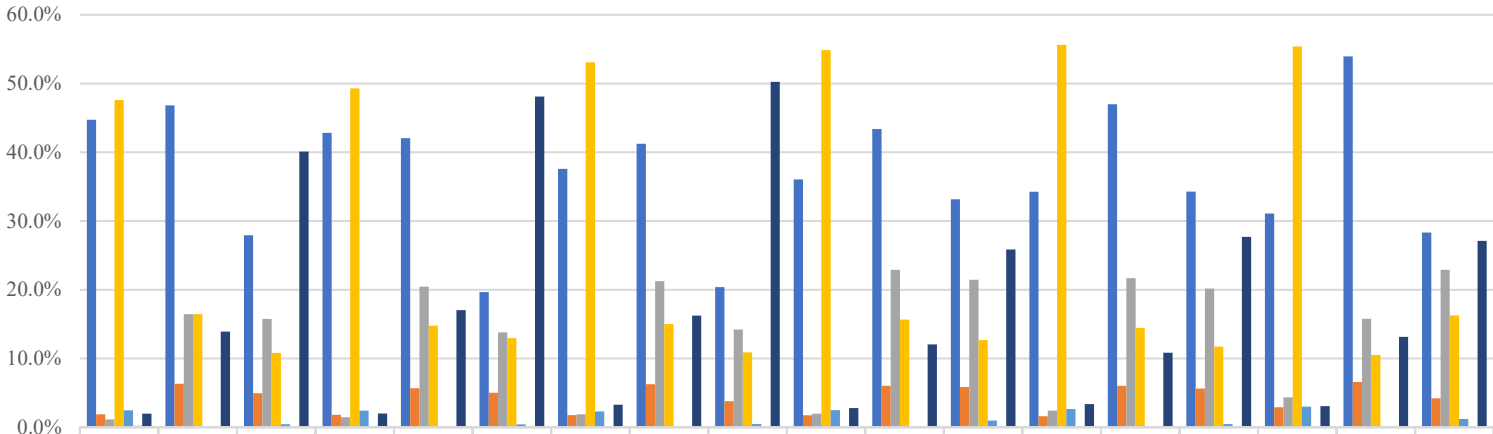
Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Multi-Ethnic	0	0.0%	0	0.0%	1	0.8%	1	0.7%	1	0.7%	1	0.8%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	1	0.8%
Unknown	31	24.4%	35	26.1%	34	27.2%	30	22.2%	40	28.2%	37	28.9%
Gender												
EDUCATIONAL ADMINISTRATOR												
Female	4	57.1%	3	42.9%	4	40.0%	4	44.4%	4	50.0%	5	45.5%
Male	3	42.9%	4	57.1%	6	60.0%	5	55.6%	4	50.0%	6	54.5%
ACADEMIC, TENURED/TENURE TRACK												
Female	44	55.7%	51	58.0%	49	61.3%	52	62.7%	51	61.4%	48	63.2%
Male	35	44.3%	37	42.0%	31	38.8%	31	37.3%	32	38.6%	28	36.8%
ACADEMIC, TEMPORARY												
Female	107	48.2%	125	52.3%	105	49.8%	105	51.2%	109	51.2%	88	53.0%
Male	115	51.8%	114	47.7%	106	50.2%	100	48.8%	104	48.8%	77	46.4%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	0	0.0%	1	0.6%
CLASSIFIED												
Female	59	46.5%	65	48.5%	63	50.4%	62	45.9%	67	47.2%	61	47.7%
Male	68	53.5%	69	51.5%	62	49.6%	73	54.1%	75	52.8%	67	52.3%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Age												
EDUCATIONAL ADMINISTRATOR												
18-34	0	0.0%	0	0.0%	1	0.2%	1	11.1%	1	12.5%	1	9.1%
35-39	0	0.0%	0	0.0%	1	0.2%	1	11.1%	0	0.0%	1	9.1%
40-44	0	0.0%	1	14.3%	2	0.5%	1	11.1%	2	25.0%	2	18.2%
45-49	2	28.6%	1	14.3%	0	0.0%	1	11.1%	1	12.5%	1	9.1%
50-54	2	28.6%	2	28.6%	2	0.5%	1	11.1%	1	12.5%	2	18.2%
55-59	0	0.0%	1	14.3%	2	0.5%	2	22.2%	2	25.0%	1	9.1%
60-64	3	42.9%	2	28.6%	2	0.5%	2	22.2%	1	12.5%	2	18.2%
65-69	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
70+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ACADEMIC, TENURED/TENURE TRACK												
18-34	2	2.5%	1	1.1%	2	2.5%	1	1.2%	1	1.2%	1	1.3%
35-39	7	8.9%	9	10.2%	6	7.5%	3	3.6%	3	3.6%	1	1.3%
40-44	15	19.0%	11	12.5%	9	11.3%	13	15.7%	10	12.0%	8	10.5%
45-49	14	17.7%	19	21.6%	19	23.8%	17	20.5%	16	19.3%	16	21.1%
50-54	5	6.3%	10	11.4%	10	12.5%	13	15.7%	16	19.3%	15	19.7%
55-59	11	13.9%	10	11.4%	10	12.5%	11	13.3%	9	10.8%	10	13.2%
60-64	12	15.2%	15	17.0%	11	13.8%	9	10.8%	11	13.3%	12	15.8%
65-69	8	10.1%	8	9.1%	6	7.5%	8	9.6%	9	10.8%	8	10.5%
70+	5	6.3%	5	5.7%	7	8.8%	8	9.6%	8	9.6%	5	6.6%

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
ACADEMIC, TEMPORARY												
18-34	26	11.7%	29	12.1%	26	12.3%	23	11.2%	19	8.9%	17	10.2%
35-39	27	12.2%	41	17.2%	29	13.7%	33	16.1%	27	12.7%	17	10.2%
40-44	27	12.2%	30	12.6%	27	12.8%	24	11.7%	27	12.7%	31	18.7%
45-49	32	14.4%	31	13.0%	28	13.3%	30	14.6%	32	15.0%	19	11.4%
50-54	24	10.8%	25	10.5%	21	10.0%	22	10.7%	26	12.2%	26	15.7%
55-59	30	13.5%	29	12.1%	27	12.8%	20	9.8%	23	10.8%	14	8.4%
60-64	20	9.0%	24	10.0%	22	10.4%	20	9.8%	17	8.0%	11	6.6%
65-69	20	9.0%	16	6.7%	17	8.1%	17	8.3%	21	9.9%	18	10.8%
70+	16	7.2%	14	5.9%	14	6.6%	16	7.8%	21	9.9%	13	7.8%
CLASSIFIED												
18-34	15	11.8%	16	11.9%	24	19.2%	29	21.5%	28	19.7%	24	18.8%
35-39	14	11.0%	15	11.2%	15	12.0%	15	11.1%	22	15.5%	17	13.3%
40-44	15	11.8%	19	14.2%	12	9.6%	16	11.9%	14	9.9%	15	11.7%
45-49	23	18.1%	14	10.4%	16	12.8%	13	9.6%	16	11.3%	15	11.7%
50-54	16	12.6%	22	16.4%	23	18.4%	21	15.6%	18	12.7%	16	12.5%
55-59	22	17.3%	22	16.4%	14	11.2%	15	11.1%	17	12.0%	18	14.1%
60-64	14	11.0%	19	14.2%	16	12.8%	21	15.6%	20	14.1%	18	14.1%
65-69	5	3.9%	4	3.0%	4	3.2%	4	3.0%	5	3.5%	4	3.1%
70+	3	2.4%	3	2.2%	1	0.8%	1	0.7%	2	1.4%	1	0.8%

Source: LASC PS Headcount Database (ISER); CCCCO Data Mart

Figure 3 shows race/ethnicity composition of all students (credit and noncredit) and compares it to the race/ethnicity composition of tenured (full-time, regular) and temporary (part-time, adjunct) faculty. The data show that 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/Black students attending LASC has decreased since fall 2017, while the number of Hispanic/Latino students steadily increased until the onset of the Pandemic. Over that period of time, the number of tenured and temporary Hispanic/Latino faculty has remained about the same (averaging 38 employees per year). The number of tenured African American/Black faculty averaged 36 per year from fall 2015 to fall 2018, and that employee group increased by 8% (from fall 2018 to fall 2019) and 5% (from fall 2019 to fall 2020).

Figure 3: Full-time and Part-time Faculty Race/Ethnicity Compared to Student Race/Ethnicity

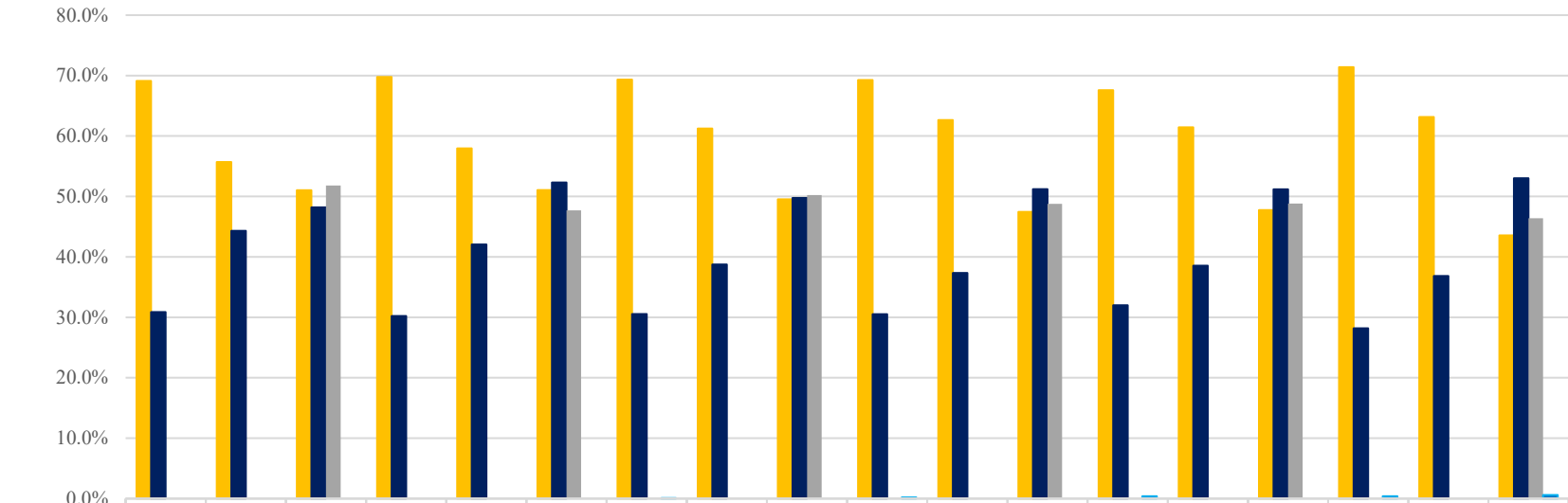


	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty
African American/Black	44.7%	46.8%	27.9%	42.8%	42.0%	19.7%	37.6%	41.3%	20.4%	36.1%	43.4%	33.2%	34.3%	47.0%	34.3%	31.1%	53.9%	28.3%
Asian/Pacific Islander	1.9%	6.3%	5.0%	1.8%	5.7%	5.0%	1.8%	6.3%	3.8%	1.7%	6.0%	5.9%	1.6%	6.0%	5.6%	2.9%	6.6%	4.2%
Caucasian/White	1.1%	16.5%	15.8%	1.5%	20.5%	13.8%	1.9%	21.3%	14.2%	2.0%	22.9%	21.5%	2.4%	21.7%	20.2%	4.3%	15.8%	22.9%
Hispanic/Latino	47.6%	16.5%	10.8%	49.3%	14.8%	13.0%	53.1%	15.0%	10.9%	54.9%	15.7%	12.7%	55.6%	14.5%	11.7%	55.4%	10.5%	16.3%
Multi-Ethnic	2.5%	0.0%	0.5%	2.4%	0.0%	0.4%	2.3%	0.0%	0.5%	2.5%	0.0%	1.0%	2.6%	0.0%	0.5%	3.0%	0.0%	1.2%
Native American	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%
Unknown	2.0%	13.9%	40.1%	2.0%	17.0%	48.1%	3.3%	16.3%	50.2%	2.8%	12.0%	25.9%	3.4%	10.8%	27.7%	3.1%	13.2%	27.1%

Source: Source: LASC PS Headcount Database (ISER); CCCCO Data Mart

The student body at LASC is predominantly female, about 70%, a trend observed since fall 2015. Also observed since fall 2015, the proportion of tenured female faculty increased by nearly eight percentage points; also, the percentage of adjunct female faculty decreased by nearly eight percentage points during that time. In fall 2020, almost 56% of all employed faculty were female (see Figure 4).

Figure 4: Full-time and Part-time Faculty Gender Compared to Student Gender



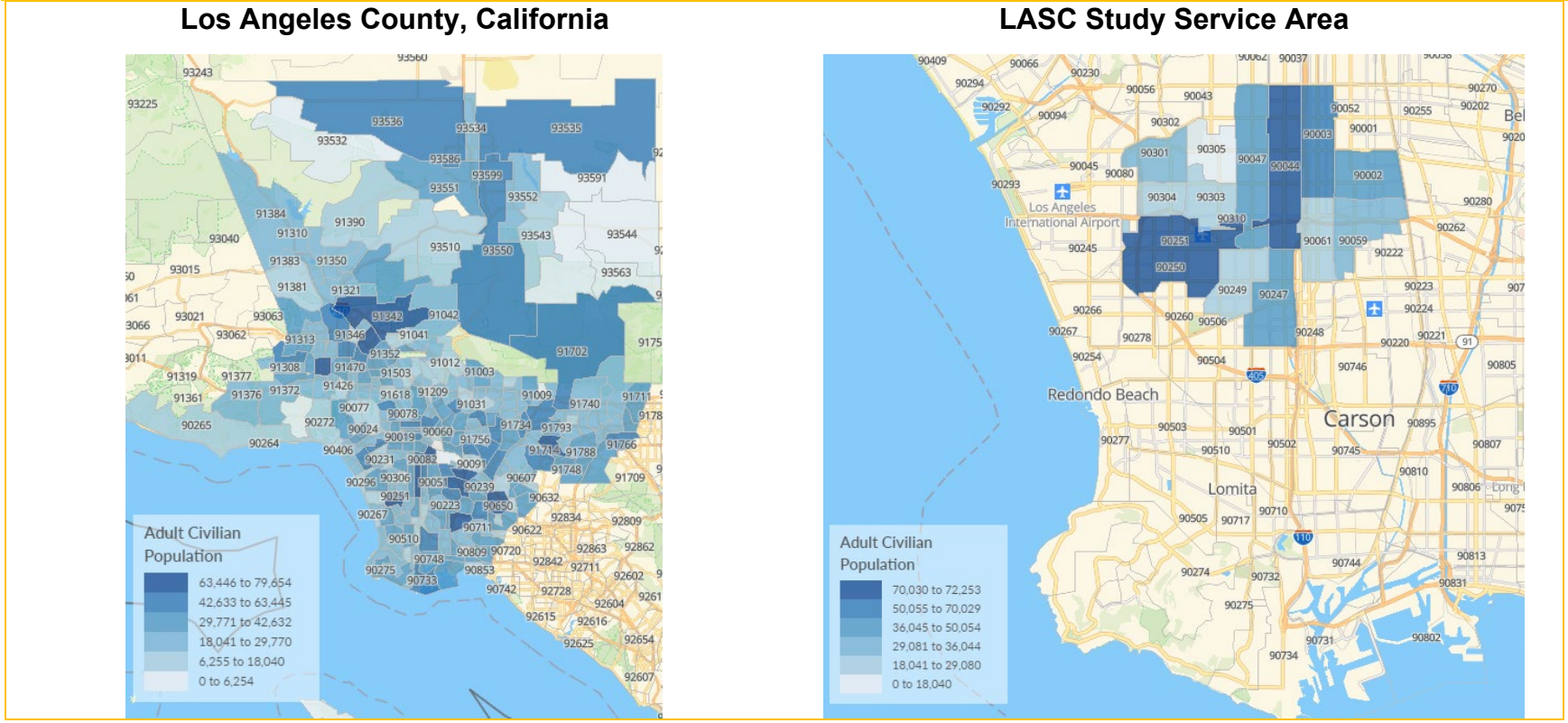
	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty	Students	Regular Faculty	Adjunct Faculty
	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
Female	69.1%	55.7%	51.0%	69.8%	58.0%	51.1%	69.3%	61.3%	49.5%	69.3%	62.7%	47.5%	67.6%	61.4%	47.8%	71.4%	63.2%	43.6%
Male	30.9%	44.3%	48.2%	30.2%	42.0%	52.3%	30.5%	38.8%	49.8%	30.5%	37.3%	51.2%	32.0%	38.6%	51.2%	28.2%	36.8%	53.0%
Non-Binary	0.0%	0.0%	51.8%	0.0%	0.0%	47.7%	0.0%	0.0%	50.2%	0.0%	0.0%	48.8%	0.0%	0.0%	48.8%	0.0%	0.0%	46.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%	0.0%	0.6%

Source: LASC PS Headcount Database (ISER); CCCCO 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 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: 90002, 90003, 90044, 90047, 90059, 90061, 90247, 90249, 90250, 90301, 90303, 90304, and 90305 (see Figure 5).

Figure 5: Maps of L.A. County and LASC SSA

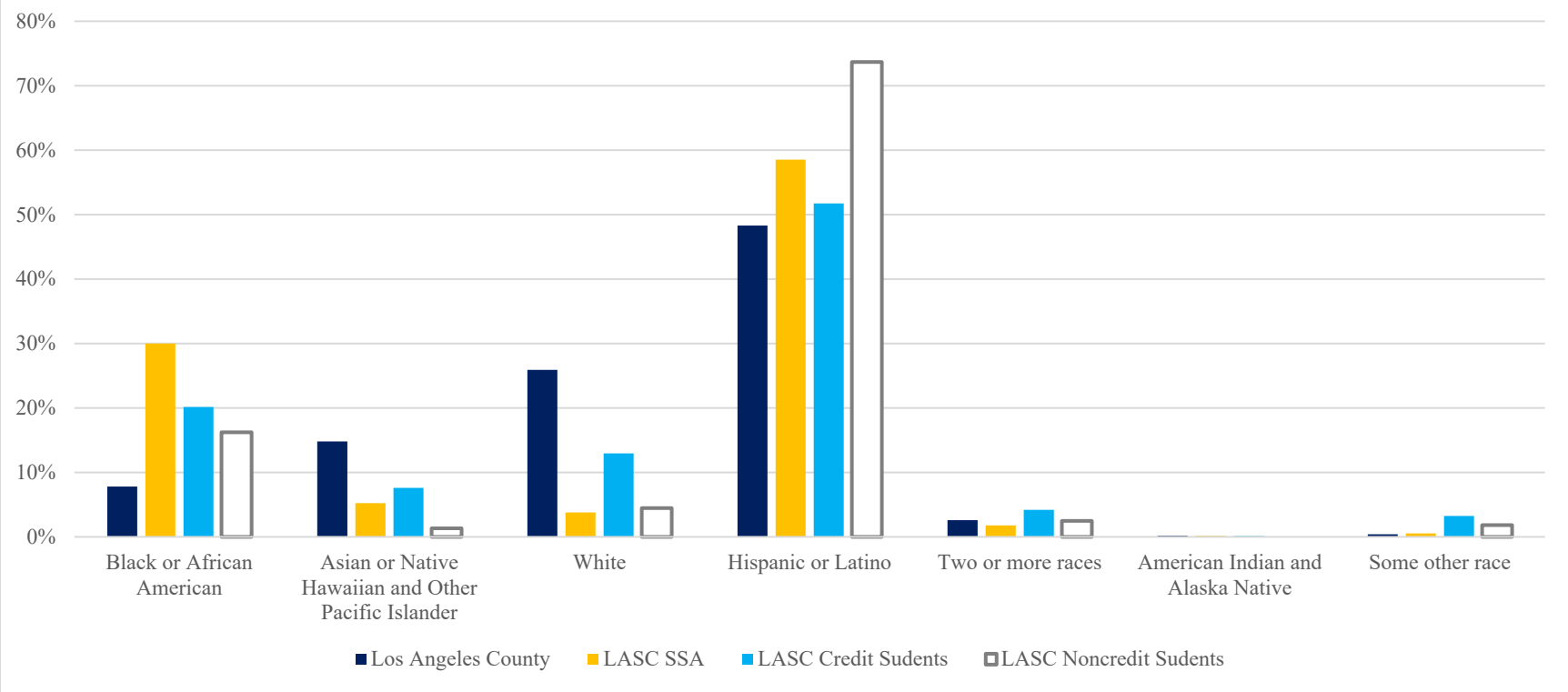


Source: EMSI Q1 2022 Data Set

The estimates by race/ethnicity for L.A. County, LASC SSA, and the LASC credit and noncredit student populations are shown in Figure 6. The data show that there is a greater representation of African American residents in the LASC SSA population than in L.A. County population (+22.2%). The percentage of Hispanic/Latino residents represented in the LASC SSA is also greater than in L.A. County (+10.2%). The student headcount by race/ethnicity reveals a stark difference in the composition of the LASC student population and the surrounding community. African American/Black students enrolled in credit classes 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 students enrolled in noncredit classes, on the other hand, constitute a greater percentage of the LASC population when compared to other race/ethnic groups on campus taking noncredit classes, and they too are notably represented on campus contrasted

with the SSA or L.A. County. Collectively, 38.2% of credit and noncredit students are African American/Black and 52.4% are Hispanic/Latino.

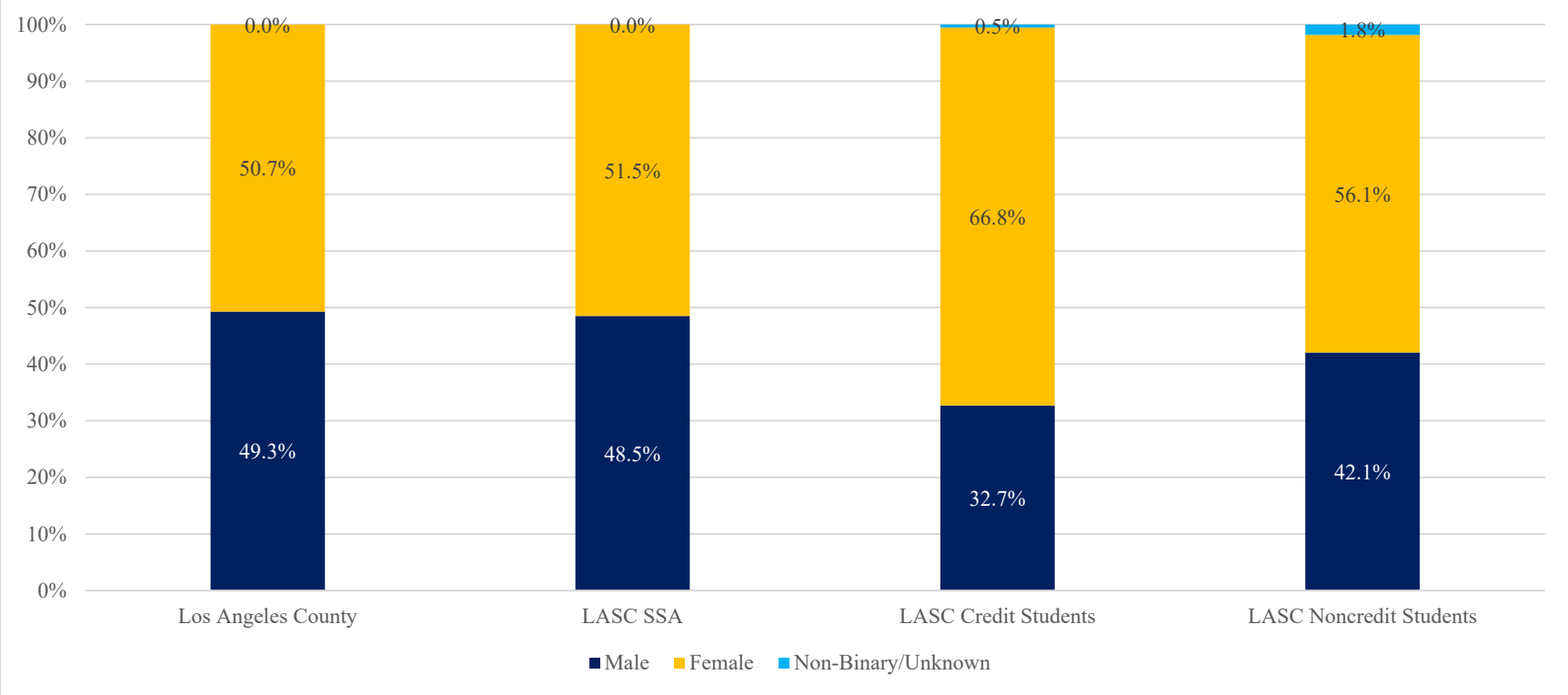
Figure 6: Population Estimates by Race/Ethnicity



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Estimates by gender for L.A. County, LASC SSA, and LASC student populations are presented in Figure 7. The percentage of female residents in the LASC SSA is slightly greater than in L.A. County, but not considerably (<1.0%). In contrast, LASC female students' make up a greater proportion of the population on campus than in the LASC SSA or L.A. County, or their male counterparts. When comparing the student headcount by gender of credit and noncredit enrolled students, results show that female students make up a greater percentage of the student body (67% and 56%, respectively).

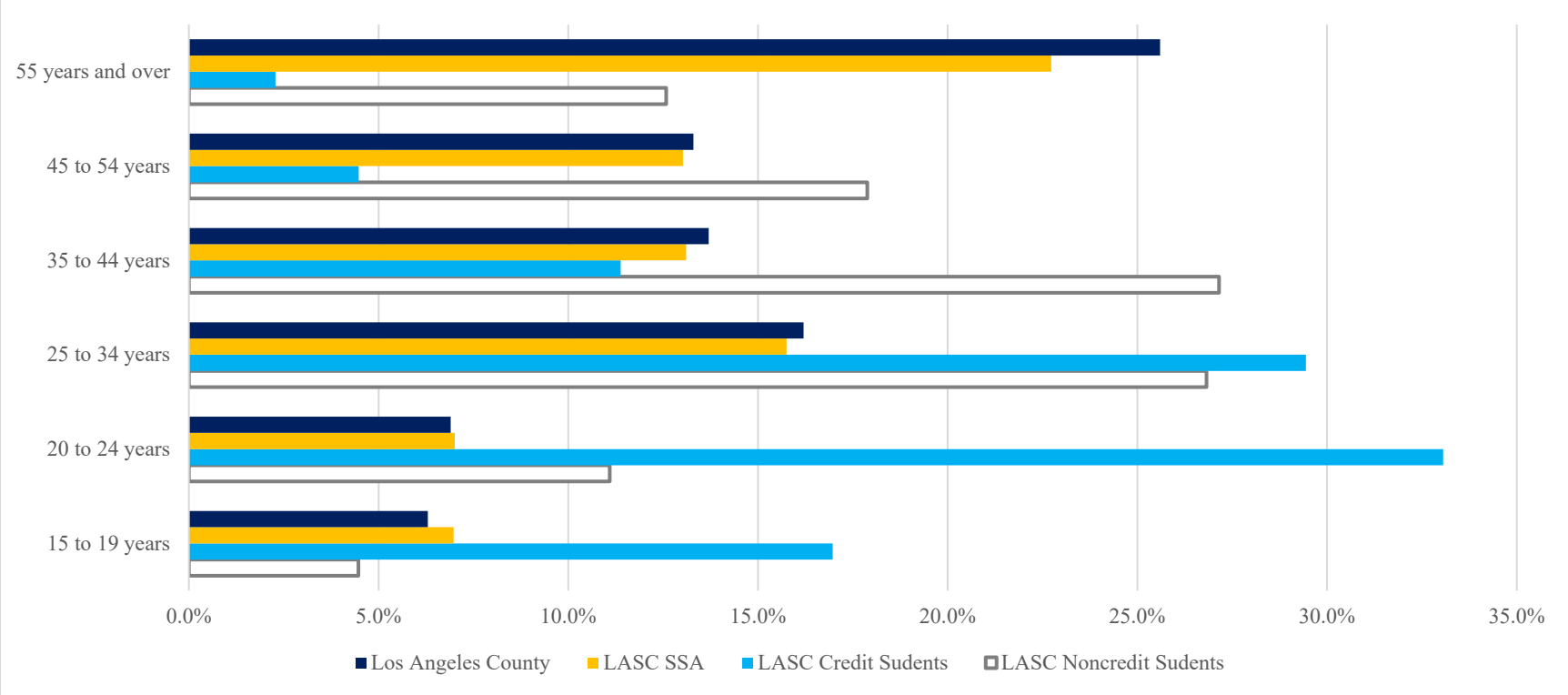
Figure 7:Population Estimates by Gender



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Estimates by age for L.A. County and LASC SSA populations are presented in Figure 8, along with the comparative ages of credit enrolled and noncredit enrolled students. The age ranges of L.A. County residents are very much like the age ranges of the population living in the LASC SSA, with one exception being that there are slightly more people aged 55 years and over in L.A. County. Credit students, on the other hand, tend to be younger than that of LASC SSA and L.A. County residents. The noncredit student population, as previously noted, is older than students enrolled in credit classes. Further evaluation of the population age estimates shows that nearly 49% of LASC SSA population and nearly 53% of the L.A. County residents are 35 years of age or older; in contrast, nearly 58% of noncredit students are 35 years of age or older.

Figure 8: Population Estimates by Age



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Although the LASC SSA defines the college's primary service area, many students from outside the 13 main zip codes enroll at the college and take classes online or in-person. Table 7 shows the top 10 zip codes from where credit and noncredit students originate. In fall 2020, nearly 48% of the credit students that attend LASC resided within the top 10 zip codes listed under the Credit section of the table; the top 10 zip codes listed under the Noncredit section of Table 7 accounted for nearly 60% of the noncredit students enrolled at LASC. Approximately 45% of the student body at LASC come from the top zip codes shown below.

Table 7: Student Headcount by Top 10 Zip Codes

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Credit	**6,354**	**6,123**	**6,518**	**5,236**
90044	900	938	1,035	656
90047	583	509	533	366
90003	489	489	494	330
90250	408	350	304	257
90061	272	275	291	188
90059	242	249	255	175
90043	180	182	209	154
90002	247	253	243	144
90247	187	187	192	133
90001	177	183	201	115
Other Zip Codes	2,669	2,508	2,761	2,718

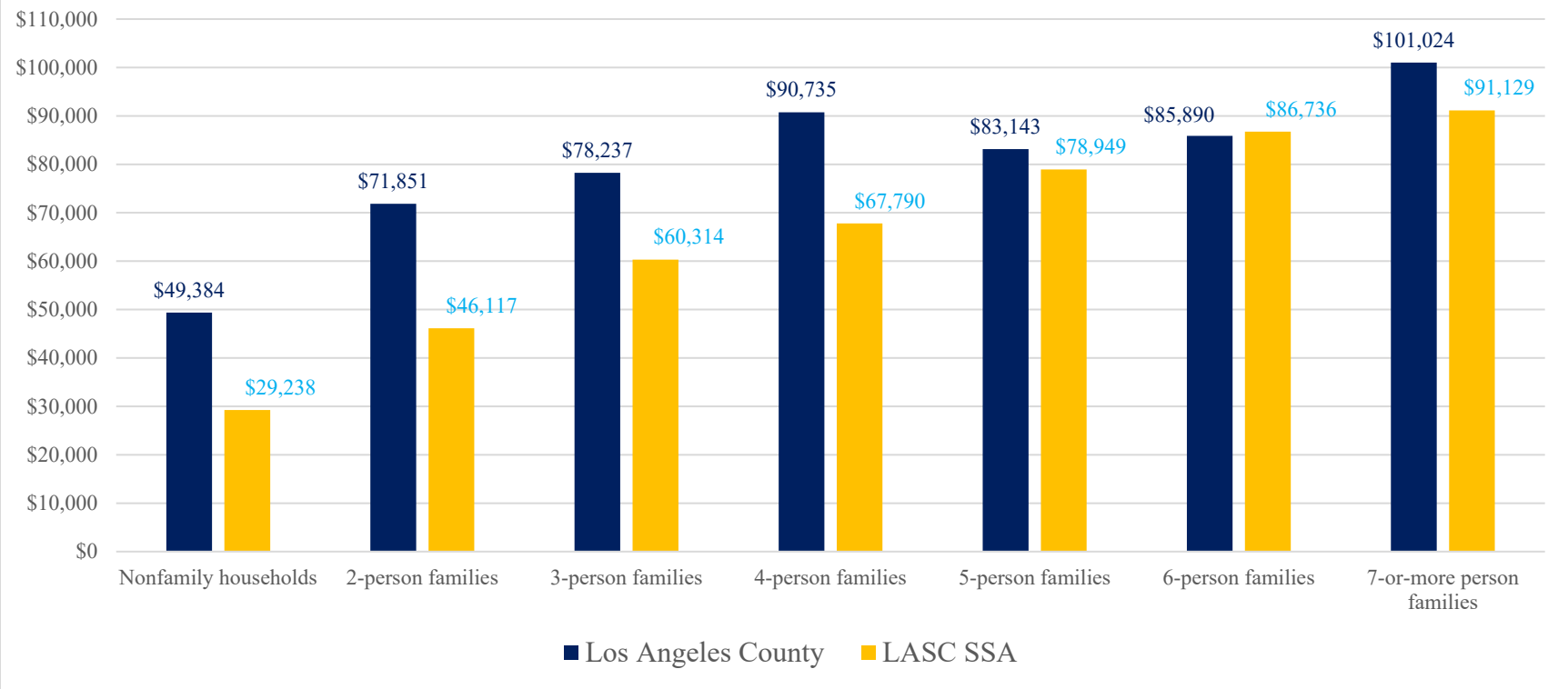
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Noncredit	**2,006**	**1,638**	**1,455**	**837**
90044	341	291	264	110
90250	235	178	145	73
90047	170	126	125	56
90303	139	120	90	51
90304	162	102	101	50
90003	96	80	74	47
90061	92	73	52	39
90301	79	63	50	31
90247	113	79	65	21
90037	44	44	38	21
Other Zip Codes	535	482	451	338

Source: LASC PS Headcount Database (ISER)

Socio-economic Data

Median income data for L.A. County and LASC SSA are presented in Figure 9. The LASC SSA has a lower median household income and a higher rate of poverty than L.A. County. For nonfamily households, where individuals can be living alone or communally with others, the difference in median income was $20,146. That difference increases for two-person families ($25,734), but as family households increase in number the median income gap decreases.

Figure 9: Median Income in the Past 12 Months (in 2020 Inflation-Adjusted Dollars)

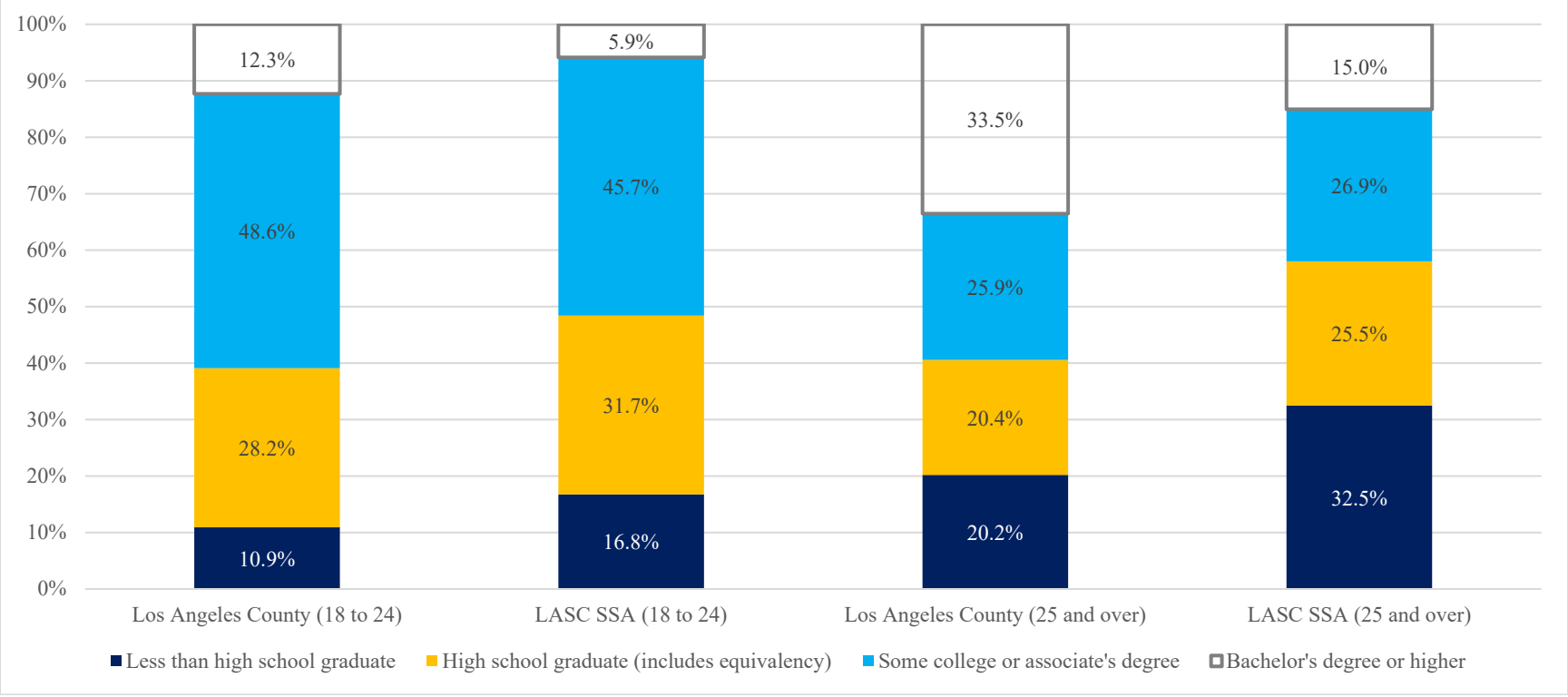


Source: U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: S1903)

Figure 10 shows educational attainment by residents between the ages of 18 to 24 and 25 or older. A greater percentage of residents in the study service area, ages 18 to 24, did not graduate high school and fewer obtain a Bachelor's degree or higher than L.A. County residents. Additionally, a greater percentage of the LASC SSA population between the ages of 18 to 24 obtain a high school diploma (or its equivalent) while most in the study service area, about 46%, complete some college or associate's degree and that percentage is comparable to the percentage of L.A. County residents, ages 18 to 24, that complete some college or associate's degree (about 49%).

L.A. County residents over the age of 25 attain a Bachelor's degree or higher at a greater rate than people over the age of 35 living within the LASC SSA. Also, while a larger percentage of LASC SSA residents do not complete a high school diploma, a greater proportion of those residents attain a high school diploma or complete some college or associate's degree than the population of L.A. County (see Figure 10).

Figure 10: Educational Attainment by Age



Source: U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: S1501)

Labor Market Data

Los Angeles Southwest College is situated within the Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA). The top 10 in-demand occupations (professions or careers in the workforce), based on projected number of jobs available in 2027, requiring an Associate's Degree are shown in Table 8. The median annual earning for those occupations ranges from $32,706 to $110,148.

Table 8: Top 10 In-Demand Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2021 Jobs	2027 Jobs	2021 - 2027 % Change	Median Hourly Earnings	Median Annual Earnings

Paralegals and Legal Assistants	14,979	16,565	11%	$28.19	$58,625.13
Preschool Teachers, Except Special Education	13,244	13,601	3%	$15.72	$32,706.20
Web Developers and Digital Interface Designers	7,244	7,526	4%	$37.98	$78,994.90
Respiratory Therapists	6,027	6,735	12%	$39.48	$82,115.33
Dental Hygienists	5,486	5,888	7%	$52.96	$110,148.32
Radiologic Technologists and Technicians	5,305	5,792	9%	$43.54	$90,560.09
Computer Network Support Specialists	5,075	5,150	1%	$32.31	$67,211.81
Electrical and Electronic Engineering Technologists and Technicians	5,340	5,056	(5%)	$30.90	$64,278.58
Architectural and Civil Drafters	4,023	3,960	(2%)	$30.42	$63,283.85
Human Resources Assistants, Except Payroll and Timekeeping	4,022	3,901	(3%)	$22.04	$45,839.39

Source: EMSI Q1 2022 Data Set, 2022.1 – QCEW Employees

Table 9 lists the top 10 occupations calling for a post-secondary certificate. Median annual earnings for those occupations range from $29,716 to $90,840. Among professions or careers with post-secondary certificate requirements, occupations in medical and health services fields are projected to be one of the fastest growing sectors in the economy, with the greatest number of projected jobs available in the next six years.

Table 9: Top 10 In-Demand Occupations Requiring a Post-Secondary Certificate in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2021 Jobs	2027 Jobs	2021 - 2027 % Change	Median Hourly Earnings	Median Annual Earnings
Heavy and Tractor-Trailer Truck Drivers	42,100	44,445	6%	$23.70	$49,299.75
Nursing Assistants	38,043	43,188	14%	$17.80	$37,034.38
Medical Assistants	30,043	32,630	9%	$17.82	$37,069.19
Licensed Practical and Licensed Vocational Nurses	28,116	31,357	12%	$29.41	$61,162.41
Dental Assistants	18,420	19,355	5%	$19.25	$40,035.20
Automotive Service Technicians and Mechanics	16,043	15,192	(5%)	$23.93	$49,772.34
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	13,534	14,891	10%	$23.47	$48,809.84
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	10,631	11,033	4%	$29.52	$61,398.51
Firefighters	9,615	10,099	5%	$43.67	$90,840.34
Hairdressers, Hairstylists, and Cosmetologists	10,035	8,808	(12%)	$14.29	$29,716.33

Source: EMSI Q1 2022 Data Set, 2022.1 – QCEW Employees

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

Student Achievement is at the core of Los Angeles Southwest College. We are committed to providing a student-centered and equitable learning environment designed to empower our students and the surrounding community to achieve their academic and career goals. 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), LASC is located within this region, nearly 42% of adults have attained less than a high school education; 57% of adults are employed; 34% of the population live in poverty; and 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.

Successful Course Completion

Successful Course Completion (SCC) is defined as the proportion of students who attempted and passed the course with a C or higher (students auditing classes were excluded from analysis). Since fall 2015 the college has observed tremendous increase in successful course completion. The most dramatic improvement is seen from fall 2019 to fall 2020 where SCC grew by nearly six percent. Taking the average SSC of five years (from fall 2016 to fall 2020) and comparing that to the SSC for fall 2015 reveals that African American/Black, Caucasian/White, and Multi-Ethnic students had positive gains (+4.3%, +9.9%, and +2.5%); successful course completion for Hispanic/Latino students remained relatively unchanged (+0.7%) during that period of time.

Using that same methodology also shows identical positive gains for female and male students (+3.6%); female students retained a slightly higher SSC than male students during the five-year period (+2.9%). The SSC for all student age groups increased since fall 2015. Students 19 years of age or less experienced the smallest growth (+0.4%), while students between the ages of 35-39 experienced the largest increase of SSC at +7.0%. Overall, the SSC for the college increased by 3.6% since fall 2015.

Table 10: Successful Course Completion by Ethnicity/Race, Gender, and Age

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success
All	16,819	58.7%	16,187	59.7%	14,385	62.1%	13,891	61.9%	14,215	61.0%	9,992	66.7%
Ethnicity												
African American/Black	9,876	55.5%	9,187	57.3%	7,431	59.8%	6,561	60.2%	6,234	59.2%	4,004	62.8%
Asian/Pacific Islander	342	79.5%	287	71.1%	237	72.6%	223	75.3%	211	77.7%	224	80.4%
Caucasian/White	168	68.5%	200	75.5%	220	82.7%	209	78.0%	265	74.3%	317	81.4%
Hispanic/Latino	5,478	63.3%	5,645	63.6%	5,649	63.4%	6,094	63.1%	6,613	61.6%	4,826	68.3%
Multi-Ethnic	533	54.4%	505	52.1%	415	62.4%	435	51.0%	438	58.2%	320	60.6%

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success
Native American	44	68.2%	38	55.3%	18	50.0%	11	45.5%	20	40.0%	19	47.4%
Unknown	378	55.8%	325	54.5%	415	67.2%	358	69.8%	434	64.3%	282	74.5%
Gender												
Female	11,452	59.6%	11,081	60.4%	9,863	63.2%	9,463	63.4%	9,702	62.0%	7,263	66.9%
Male	5,367	56.7%	5,106	58.2%	4,500	59.7%	4,417	58.7%	4,502	58.9%	2,718	65.9%
Non-Binary	---	N/A	---	N/A	2	50.0%	4	25.0%	2	0.0%	1	100.0%
Unknown	0	N/A	0	N/A	20	50.0%	7	85.7%	9	55.6%	10	70.0%
Age												
19 or less	3,002	58.7%	2,703	59.4%	3,204	59.5%	3,805	59.8%	4,214	55.0%	2,244	61.8%
20-24	5,732	53.7%	5,563	56.2%	4,602	57.7%	4,205	56.6%	4,145	58.9%	3,001	63.7%
25-29	2,801	57.6%	2,687	57.0%	2,214	60.7%	2,083	62.6%	2,103	62.3%	1,631	68.8%
30-34	1,525	63.9%	1,580	64.9%	1,319	65.1%	1,209	67.4%	1,246	65.8%	1,138	70.7%
35-39	1,056	64.6%	1,105	67.2%	919	73.1%	827	73.6%	858	71.1%	704	72.7%
40-49	1,394	67.1%	1,320	67.1%	1,135	70.6%	1,000	70.2%	956	72.2%	801	73.9%
50+	1,309	62.8%	1,229	60.8%	992	69.9%	762	67.7%	693	68.8%	473	70.2%

Source: LASC PS Enrollment Database (ISER)

Fall to Spring and Fall to Fall Retention

Retention is a measure of the percentage of students that enrolled at the college in a primary fall term and later enrolled at the college in subsequent terms within one year's timeframe. Fall to spring retention has decreased at the college since fall 2015 and the greatest decrease in retention is observed from fall 2020 to spring 2021. While all ethnic groups experienced a decrease in retention since fall 2015, retention increased by just over 5% for African American/Black students from fall 2020 to spring 2021 (compared to the previous year). Asian/Pacific Islander and Caucasian/White students show the steepest decline in retention; Hispanic/Latino students also exhibit a significant decrease in retention from fall to spring during the depicted period of time in Table 11.

Retention dropped at approximately the same rate for female and male students since fall 2015. Over the last six years the average retention rate for females was 51.8% and for males it was 51.1%; retention from fall 2020 to spring 2021 for male students was nearly 3.5% lower than that of female students. All age groups experienced decreases in retention from fall to spring terms; on average, however, students 19 years of age or less had the highest retention at just over 61% over the depicted time-frame in Table 11.

Table 11: Fall to Spring Retention (Excludes Award Completers)

Demographic	Fall 2015 – Spring 2016		Fall 2016 – Spring 2017		Fall 2017 – Spring 2018		Fall 2018 – Spring 2019		Fall 2019 – Spring 2020		Fall 2020 – Spring 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
All	6,358	54.9%	6,184	53.7%	5,951	51.8%	5,733	52.0%	6,112	49.8%	4,801	45.8%
Ethnicity												
African American/Black	3,603	54.8%	3,343	53.8%	2,880	53.8%	2,532	53.2%	2,446	49.2%	1,657	54.4%
Asian/Pacific Islander	142	47.2%	128	42.2%	126	36.5%	113	36.3%	114	36.0%	173	23.7%
Caucasian/White	95	31.6%	117	29.1%	141	24.1%	137	22.6%	178	21.3%	250	13.6%
Hispanic/Latino	2,168	57.4%	2,257	56.4%	2,441	52.5%	2,631	53.1%	2,958	53.4%	2,402	45.6%
Multi-Ethnic	198	47.5%	191	45.5%	178	43.3%	178	44.9%	197	43.7%	169	40.8%
Native American	18	50.0%	12	41.7%	9	44.4%	7	28.6%	6	83.3%	9	55.6%
Unknown	134	53.0%	136	52.2%	176	50.0%	135	60.0%	213	43.7%	141	38.3%
Gender												
Female	4,338	55.0%	4,286	53.7%	4,118	52.4%	3,960	51.9%	4,118	49.8%	3,393	46.9%
Male	2,020	54.7%	1,898	53.7%	1,823	50.2%	1,767	52.2%	1,984	50.1%	1,400	43.5%
Non-Binary	---	N/A	---	N/A	2	50.0%	1	0.0%	2	0.0%	1	0.0%
Unknown	---	N/A	---	N/A	8	62.5%	5	20.0%	8	25.0%	7	28.6%
Age												
19 or less	1,103	63.0%	969	66.8%	1,402	57.1%	1,535	64.6%	1,880	61.0%	1,145	56.4%
20-24	1,994	55.3%	1,910	52.6%	1,683	52.8%	1,535	47.3%	1,606	48.2%	1,379	40.0%
25-29	1,121	48.3%	1,113	47.7%	979	45.8%	908	47.8%	928	40.2%	816	39.6%
30-34	639	50.1%	673	50.4%	579	46.3%	548	44.2%	592	42.7%	540	41.5%
35-39	421	52.7%	458	52.4%	370	52.7%	363	50.1%	363	43.5%	318	47.5%
40-49	556	56.1%	545	52.7%	502	49.6%	469	48.6%	410	48.0%	375	52.5%
50+	524	56.9%	516	52.5%	436	52.8%	375	46.7%	333	43.2%	228	47.4%

Source: LASC Persistence Data (ISER)

Students are retained at a lower rate from fall to fall than from fall to spring. On average, since fall 2015, student retention is at about 37% from fall to fall whereas persistence, on average, from fall to spring is 51%. Like retention from fall to spring, fall to fall retention

has decreased sharply. Moreover, observed fall to fall retention trends by ethnic group mimic those observed for fall to spring retention; including the increase in retention for African American/Black students from fall 2020 to fall 2021.

Retention of female students from fall to fall is greater than that of male students. On average, over the time period depicted in Table 12, retention of female students is 38% while retention of male students is around 35%. Fall to fall retention decreased for all age groups since fall 2015; however, the data show that students age 19 or less experienced an upsurge in retention from fall 2020 to fall 2021 (see Table 12).

Table 12:Fall to Fall Retention (Excludes Award Completers)

Demographic	Fall 2015 – Fall 2016		Fall 2016 – Fall 2017		Fall 2017 – Fall 2018		Fall 2018 – Fall 2019		Fall 2019 – Fall 2020		Fall 2020 – Fall 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
All	6,358	41.3%	6,184	39.9%	5,951	38.2%	5,733	38.6%	6,112	31.9%	4,801	31.4%
Ethnicity												
African American/Black	3,603	40.7%	3,343	39.0%	2,880	39.8%	2,532	39.8%	2,446	32.5%	1,657	38.3%
Asian/Pacific Islander	142	35.9%	128	27.3%	126	25.4%	113	21.2%	114	17.5%	173	19.1%
Caucasian/White	95	20.0%	117	15.4%	141	12.1%	137	10.9%	178	10.7%	250	7.6%
Hispanic/Latino	2,168	44.7%	2,257	43.6%	2,441	39.3%	2,631	39.5%	2,958	33.5%	2,402	30.6%
Multi-Ethnic	198	31.3%	191	38.2%	178	29.2%	178	34.8%	197	26.9%	169	23.7%
Native American	18	38.9%	12	33.3%	9	33.3%	7	28.6%	6	66.7%	9	44.4%
Unknown	134	38.1%	136	35.3%	176	37.5%	135	45.2%	213	30.0%	141	29.8%
Gender												
Female	4,338	42.3%	4,286	40.5%	4,118	39.0%	3,960	39.8%	4,118	33.6%	3,393	31.7%
Male	2,020	39.1%	1,898	38.4%	1,823	36.8%	1,767	35.8%	1,984	28.5%	1,400	30.7%
Non-Binary	---	N/A	---	N/A	2	0.0%	1	100.0%	2	0.0%	1	100.0%
Unknown	---	N/A	---	N/A	8	12.5%	5	20.0%	8	0.0%	7	28.6%
Age												
19 or less	1,103	47.3%	969	51.5%	1,402	42.1%	1,535	43.9%	1,880	34.7%	1,145	40.6%
20-24	1,994	40.7%	1,910	40.1%	1,683	37.4%	1,535	38.4%	1,606	30.6%	1,379	27.8%
25-29	1,121	34.5%	1,113	32.3%	979	35.2%	908	35.8%	928	31.0%	816	26.0%
30-34	639	40.4%	673	36.3%	579	32.3%	548	35.0%	592	29.4%	540	29.1%
35-39	421	45.1%	458	38.0%	370	38.4%	363	40.5%	363	32.5%	318	28.3%

Demographic	Fall 2015 – Fall 2016		Fall 2016 – Fall 2017		Fall 2017 – Fall 2018		Fall 2018 – Fall 2019		Fall 2019 – Fall 2020		Fall 2020 – Fall 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
40-49	556	42.8%	545	40.7%	502	41.6%	469	37.3%	410	34.1%	375	34.4%
50+	524	41.8%	516	39.0%	436	39.4%	375	29.1%	333	24.9%	228	31.1%

Source: LASC Persistence Data (ISER)

Degrees and Certificates Completers

The number of Certificates of Achievement conferred since 2015-2016 has increased markedly. When comparing the number of Certificates of Achievement awarded in 2020-2021 and 2015-2016, the data show that both African American/Black and Hispanic/Latino students have experienced significant increases on that achievement (+70% and +153%, respectively). Additionally, the number of female and male students that attained Certificates of Achievement increased by 128% and 72%, respectively, from 2015-2016 to 2020-2021. The completion of Certificates of Achievement also increased drastically for all student age groups. When comparing the results of 2015-2016 to 2020-2021 the data (see Table 13) show that the largest growth was experienced by students under the age of 20 (+507%), followed by students between the ages of 20 to 24 (+108%), and students aged 35 to 54 (+102%).

Table 13: Certificates of Achievement Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	215	100.0%	304	100.0%	275	100.0%	309	100.0%	362	100.0%	451	100.0%
Ethnicity												
African American/Black	107	49.8%	147	48.4%	140	50.9%	145	46.9%	170	47.0%	182	40.4%
Asian/Pacific Islander	5	2.3%	7	2.3%	4	1.5%	8	2.6%	6	1.7%	1	0.2%
Caucasian/White	0	0.0%	1	0.3%	1	0.4%	6	1.9%	4	1.1%	4	0.9%
Hispanic/Latino	94	43.7%	134	44.1%	114	41.5%	125	40.5%	163	45.0%	238	52.8%
Multi-Ethnic	3	1.4%	7	2.3%	7	2.5%	9	2.9%	9	2.5%	9	2.0%
Native American	0	0.0%	3	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	2.8%	5	1.6%	9	3.3%	16	5.2%	10	2.8%	17	3.8%
Gender												
Female	149	69.3%	209	68.8%	206	74.9%	215	69.6%	258	71.3%	339	75.2%
Male	65	30.2%	95	31.3%	69	25.1%	94	30.4%	101	27.9%	112	24.8%
Unknown	1	0.5%	0	0.0%	0	0.0%	0	0.0%	3	0.8%	0	0.0%

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Age												
Under 20	14	6.5%	32	10.5%	18	6.5%	38	12.3%	55	15.2%	85	18.8%
20 - 24	62	28.8%	93	30.6%	97	35.3%	96	31.1%	105	29.0%	129	28.6%
25 - 34	71	33.0%	103	33.9%	81	29.5%	94	30.4%	111	30.7%	131	29.0%
35 - 54	45	20.9%	68	22.4%	65	23.6%	59	19.1%	77	21.3%	91	20.2%
55 and over	12	5.6%	8	2.6%	14	5.1%	22	7.1%	14	3.9%	15	3.3%
Unknown	11	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

The college averaged 738 Associate Degrees completers from fall 2016 to fall 2021, nearly 70 more than in 2015-2016. Again, the number of African American/Black and Hispanic/Latino students attaining Associate Degrees increased during the time-frame shown in Table 14. Also, the number of female and male students achieving Associate Degrees increased over that time. Comparing the number of completers from 2015-2016 to 2020-2021 reveals that the number of Associate Degrees conferred to females and males increased by nearly 26%. Once again, students of all age groups attained more Associate Degrees over time, with students under the age of 20 showing the greatest gains.

Table 14: Associate Degrees Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	671	100.0%	769	100.0%	662	100.0%	690	100.0%	726	100.0%	843	100.0%
Ethnicity												
African American/Black	392	58.4%	415	54.0%	381	57.6%	393	57.0%	389	53.6%	402	47.7%
Asian/Pacific Islander	11	1.6%	14	1.8%	13	2.0%	13	1.9%	8	1.1%	3	0.4%
Caucasian/White	4	0.6%	4	0.5%	6	0.9%	7	1.0%	4	0.6%	9	1.1%
Hispanic/Latino	229	34.1%	294	38.2%	214	32.3%	229	33.2%	282	38.8%	394	46.7%
Multi-Ethnic	16	2.4%	21	2.7%	26	3.9%	23	3.3%	25	3.4%	8	0.9%
Native American	1	0.1%	4	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	18	2.7%	17	2.2%	22	3.3%	25	3.6%	18	2.5%	27	3.2%
Gender												

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	521	77.6%	558	72.6%	513	77.5%	523	75.8%	550	75.8%	655	77.7%
Male	149	22.2%	211	27.4%	149	22.5%	167	24.2%	173	23.8%	188	22.3%
Unknown	1	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.4%	0	0.0%
Age												
Under 20	30	4.5%	56	7.3%	39	5.9%	52	7.5%	82	11.3%	114	13.5%
20 - 24	175	26.1%	211	27.4%	187	28.2%	199	28.8%	161	22.2%	203	24.1%
25 - 34	224	33.4%	274	35.6%	203	30.7%	219	31.7%	236	32.5%	307	36.4%
35 - 54	187	27.9%	192	25.0%	199	30.1%	192	27.8%	217	29.9%	193	22.9%
55 and over	20	3.0%	36	4.7%	34	5.1%	28	4.1%	30	4.1%	26	3.1%
Unknown	35	5.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

As with the other award achievements, the number of students completing Transfer Associate Degrees has risen tremendously since 2015-2016, peeking in 2020-2021 at 226. The number of Transfer Associate Degrees attained proliferated for just about every student demographic group since 2015-2016 (see Table 15).

Table 15: Transfer Associate Degrees Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	38	100.0%	79	100.0%	94	100.0%	108	100.0%	172	100.0%	226	100.0%
Ethnicity												
African American/Black	18	47.4%	37	46.8%	38	40.4%	52	48.1%	72	41.9%	86	38.1%
Asian/Pacific Islander	0	0.0%	1	1.3%	0	0.0%	1	0.9%	1	0.6%	0	0.0%
Caucasian/White	0	0.0%	0	0.0%	0	0.0%	2	1.9%	1	0.6%	2	0.9%
Hispanic/Latino	18	47.4%	38	48.1%	50	53.2%	42	38.9%	87	50.6%	124	54.9%
Multi-Ethnic	0	0.0%	1	1.3%	3	3.2%	4	3.7%	5	2.9%	2	0.9%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	2	5.3%	2	2.5%	3	3.2%	7	6.5%	6	3.5%	12	5.3%
Gender												

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	24	63.2%	54	68.4%	74	78.7%	69	63.9%	120	69.8%	172	76.1%
Male	14	36.8%	25	31.6%	20	21.3%	39	36.1%	51	29.7%	54	23.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%
Age												
Under 20	0	0.0%	3	3.8%	2	2.1%	3	2.8%	14	8.1%	21	9.3%
20 - 24	14	36.8%	26	32.9%	44	46.8%	37	34.3%	61	35.5%	76	33.6%
25 - 34	15	39.5%	37	46.8%	26	27.7%	35	32.4%	53	30.8%	72	31.9%
35 - 54	7	18.4%	11	13.9%	18	19.1%	24	22.2%	37	21.5%	47	20.8%
55 and over	1	2.6%	2	2.5%	4	4.3%	9	8.3%	7	4.1%	10	4.4%
Unknown	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

Institution-Set Standards

Table 16 presents the revised Institution-Set Standards and Stretch Goals adopted by LASC in 2019, along with the college's measure outcomes for the most recent year or term. With the exception of transfer, the student body at LASC met or exceeded the institution-set standards and in many cases stretch goals were achieved. At the time of this writing, the college was addressing the transfer outcome.

Table 16: Institution-Set Standards

Measure	Definition	Institution-Set Standard	Stretch Goal	Most Recent Performance
Course Completion Rates	Percentage of students enrolled at census who received a grade of A, B, C, or P	61.0%	66.0%	66.7%
Certificates Completion	Number of transfer studies, CTE, and skills certificates conferred in an academic year (July 1 through June 30)	361	380	451
Degrees Completion	Number of associate and transfer degrees conferred in an academic year (July 1 through June 30)	647	700	1,069
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	303
Licensure Examination Pass Rates				
Nursing	Examination pass rates for last 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%	85.5%
Employment Rates for Career and Technical Education Students				

Measure	Definition	Institution-Set Standard	Stretch Goal	Most Recent Performance
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%	78.9%
Health		75.0%	100.0%	95.0%
Family and Consumer Sciences		65.0%	100.0%	82.5%
Public and Protective Services		65.0%	100.0%	67.4%

C. Organization of the Self-Evaluation Process

To initiate the self-evaluation process, beginning with Fall 2020 an Accreditation Steering Committee was formed consisting of the College President, the Vice-President of Academic Affairs, the Dean of Institutional Effectiveness, and a Faculty Coordinator. Through the Office of the Vice President of Academic Affairs requests were made to the campus community for participation in developing the College's Institutional Self-Evaluation Report (ISER). Four Standard Teams were formed consisting of Administrators, Faculty, and Classified Professionals. For each Standard Team tri-chairs were also assigned, a dean of academic affairs, a faculty member, and a classified professional. The goal for the Steering Committee and Standard Teams was to begin the accreditation work to be completed for this report and to sustain ongoing accreditation efforts and processes beyond the current report. Tri-chairs were charged with organizing their respective writing teams, writing responses to the standards, and collecting relevant evidence. To assist with the self-evaluation process, the steering committee hosted several training sessions and regular meetings to review the accreditation process and protocols for the writing and gathering of evidence. Below is a depiction of the timeline used by the college, followed by a listing of the individuals who were involved in the completion of the ISER.

Fall 2020	Formation of Accreditation Steering Committee and Standard Team Tri-Chairs and Workgroups, training with Accrediting Commission for Community and Junior Colleges (ACCJC) with ACCJC liaison, develop timeline.
Spring 2021	Continue training on accreditation process, writing and evidence naming conventions, writing teams begin working on Institutional Self-Evaluation Report (ISER), collection of evidence, identification of gaps,
Fall 2021	Continue drafting ISER, distribution and vetting of ISER.
Spring 2022	Finalize ISER, Finalize Quality Focus Essay (QFE), obtain college constituency approvals for ISER and QFE.
Summer 2022	District Board of Trustees approval, submit ISER to ACCJC by August 1, 2022.
Fall 2022	ISER team Review
Spring 2022	ISER Team Visit

LASC ACCJC Accreditation Standard Teams 2020-2023

Standard I Tri Chairs:

Dean Dr. Jamail Carter (Standard Lead, BSS, CD, Counseling)
Joni F. Johnson (Faculty Tri-Chair, English)
Safir Larios Ramierz (Classified Tri-Chair, Natural Sciences, Health, and Kinesiology [NSHK])

Standard I Workgroup Members:

Darren Cifarelli (English)
Brandy Robinson (Counseling)
JP Evans (Theater)
Dr. Allison Moore (Business Chair)
Benjamin Demers (PR Manager)
Dean R Hodge (CTE)
Ruben Villanueva (Classified, NSHK)

Standard II Tri-Chairs:
Dean Laura Perez (Standard Lead, NACES)
Dr. Parisa Samaie (Faculty Tri-Chair, Library Chair)
Kevin Casey (Classified Tri-Chair, Library)

Standard II Workgroup Members
Dr. Howard Irvin (VP, Student Services)
Dr. Ralph Davis (Dean of Student Services)
Dr. Katrin Wilson (Counseling Chair)
Norma Drepaul (Library)
Dr. Travis Dubry (Distance Education Coordinator and Anthropology)
Dr. Sabrena Turner Odom (Student Success Center)
LaShawn Brinson (Child Development)
Lauren Evans (Art)
Rhea Pitrie (Counseling)
Naja ElKhoury (Computer Science)

Standard III Tri-Chairs:
Dr. Kristi Blackburn (Standard Lead, Dean EFL, Library, SSC, DE)
Stephanie Burrus (Faculty Tri-Chair, Professional Development Coordinator, Reading)
Rodnette Berger (Classified Tri-Chair, Workforce Development)

Standard III Workgroup Members:
Dr. Dan Hall (VP Administrative Services)
Jason Zhu (Business Office)
Pamela Sanford (Associate VP student Services)
Dr. Erum Syed (Microbiology)
Dr. Sandra Lee (Psychology, AFT Chapter President)
Dr. Parisa Samaie (Library Chair)
Jen Shetland (Events Coordinator)

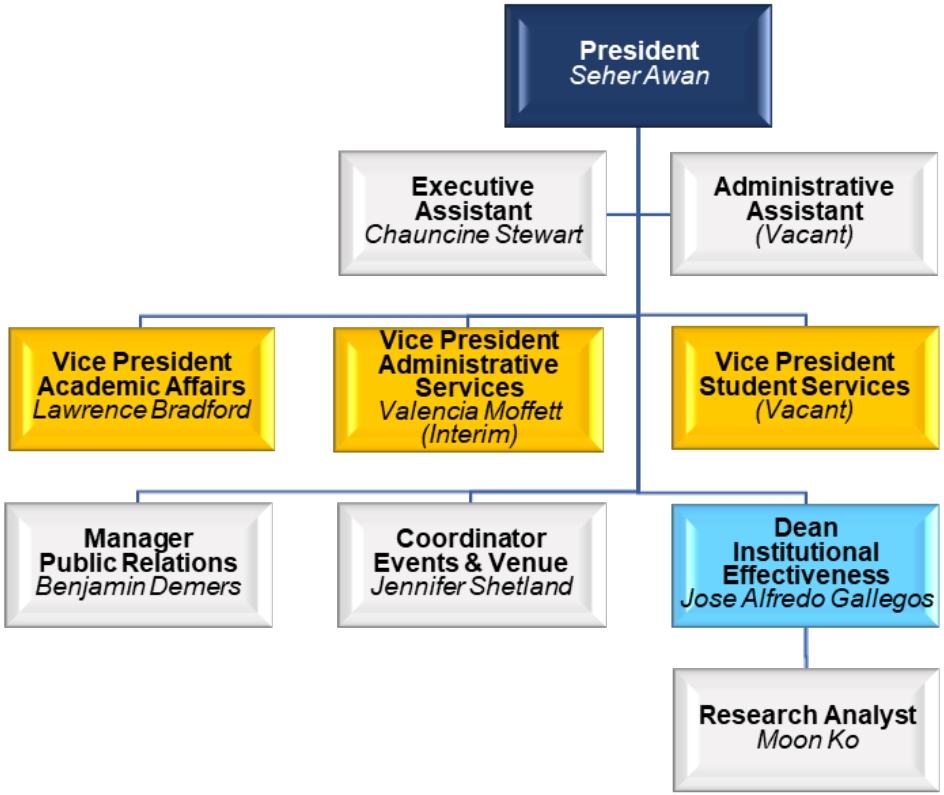
Standard IV Tri-Chairs:
Dr. Tangelia Alfred (Standard Lead, Dean, NSHK)
Robert Stewart (Faculty Tri-Chair, Biology, AS President)
Damien Danielly (Classified Tri-Chair, Career Center Coordinator)

Standard IV Workgroup Members:
Pamela Sanford (Business)
Dr. Sandra Lee (Psychology, AFT Chapter President)
Cassaundra Walker (Academic Affairs and AFT)
Muniece Bruton (Financial Aid Director)
Dr. Lance Robert (Political Science)
Ruben Villanueva (Classified, NSHK)

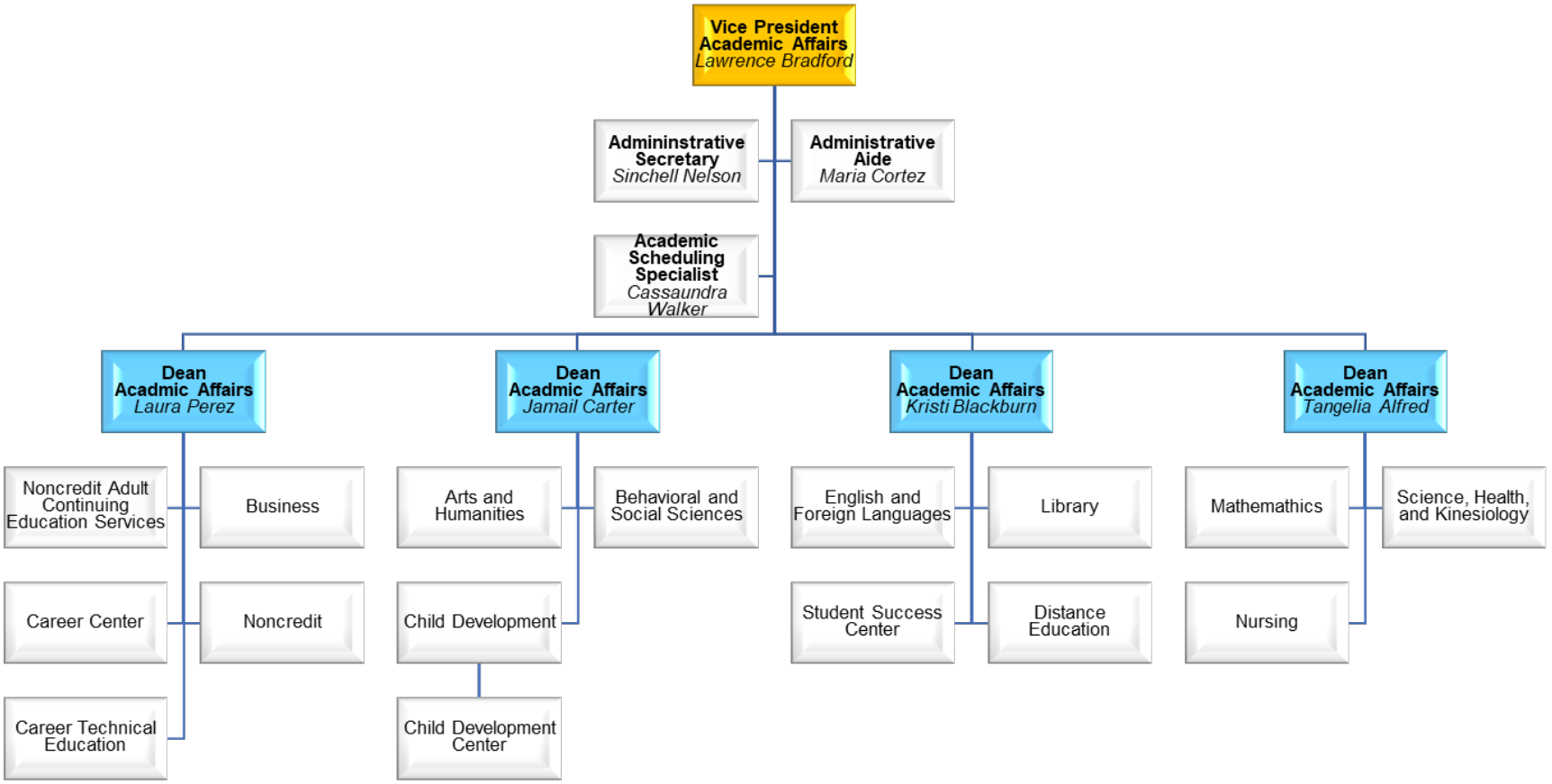
D. Organizational Information

Los Angeles Southwest College is led by the Office of the President and supported by three operational areas: Academic Affairs, Administrative Services, and Student Services. Each area is supervised by a vice president, with deans, directors, coordinators, managers, and supervisors in leadership support roles. These administrative, management, and supervisory positions are supported by classified professionals. Academic and Counseling departments are overseen by faculty department chairs.

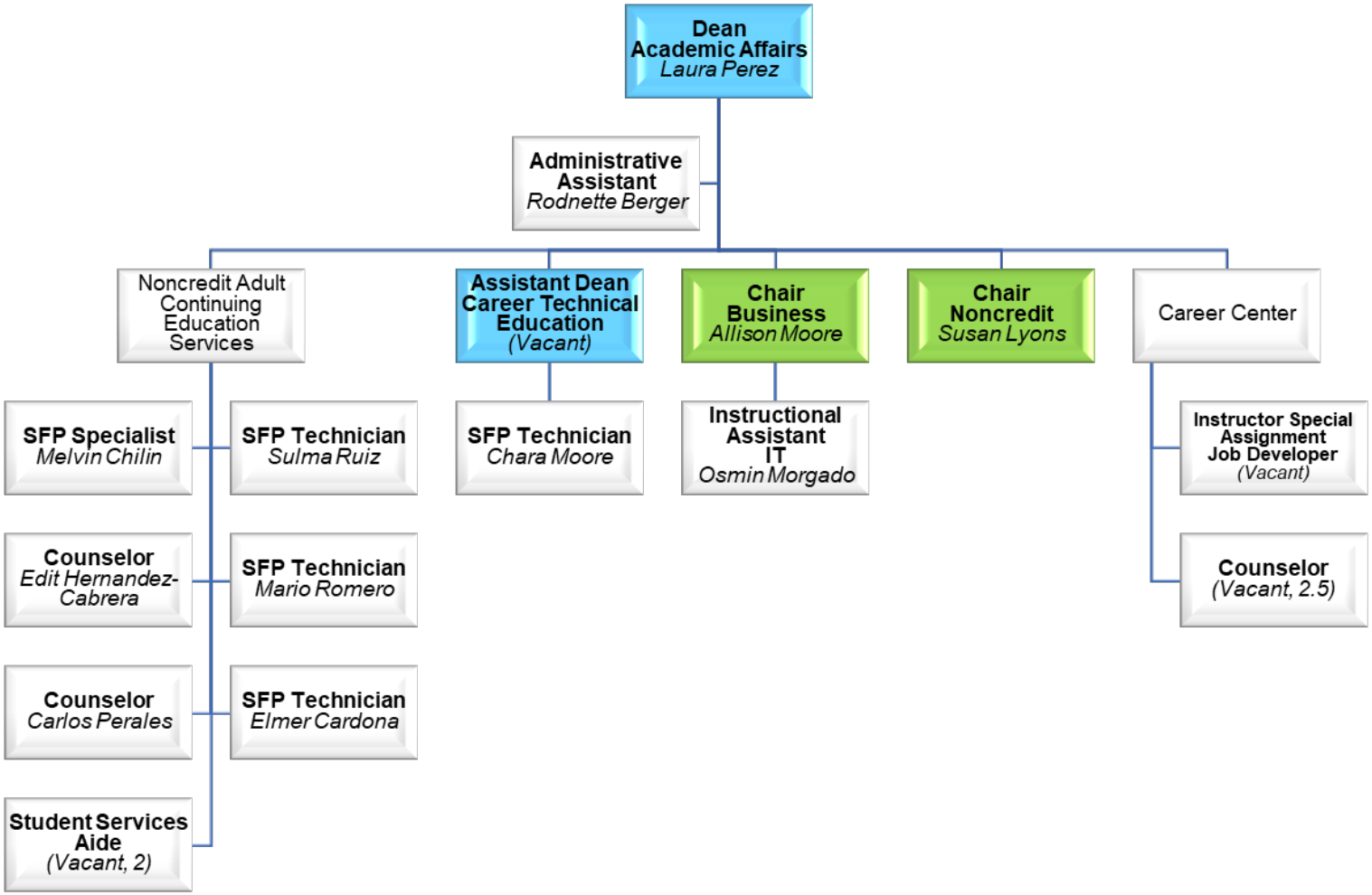
OFFICE OF THE PRESIDENT



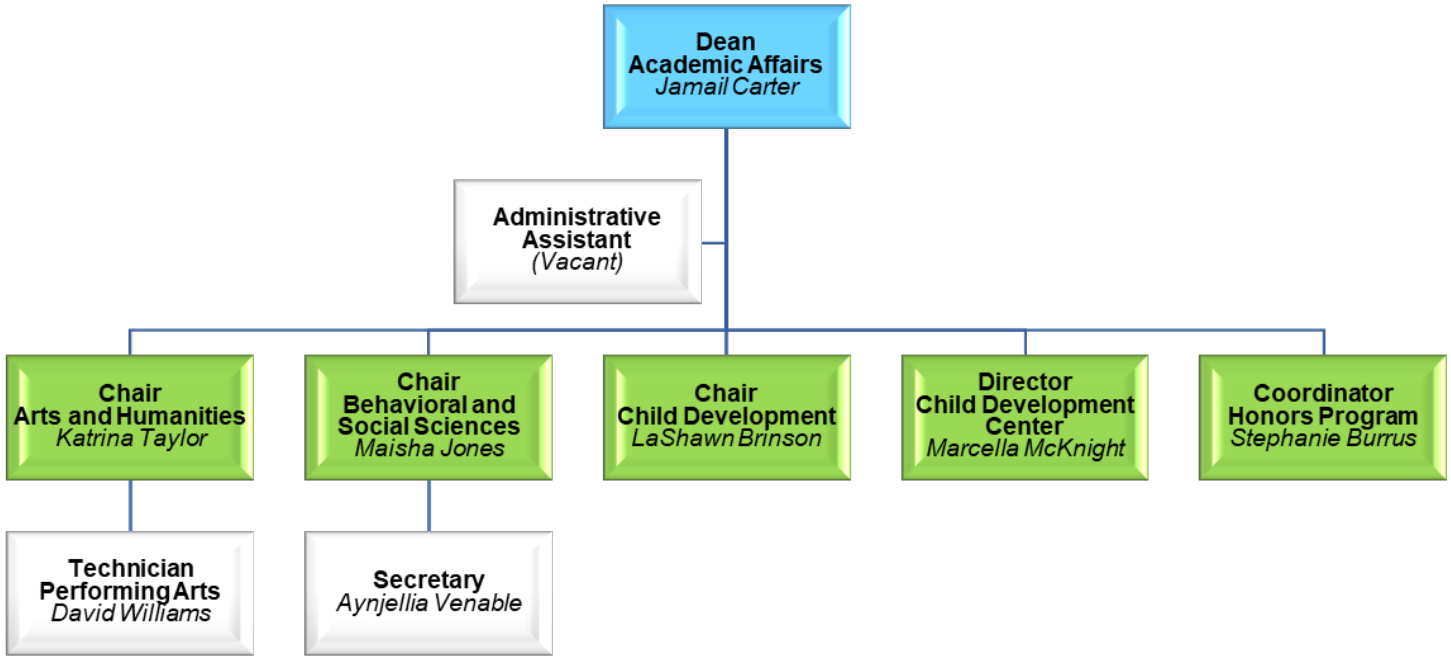
ACADEMIC AFFAIRS – Departments



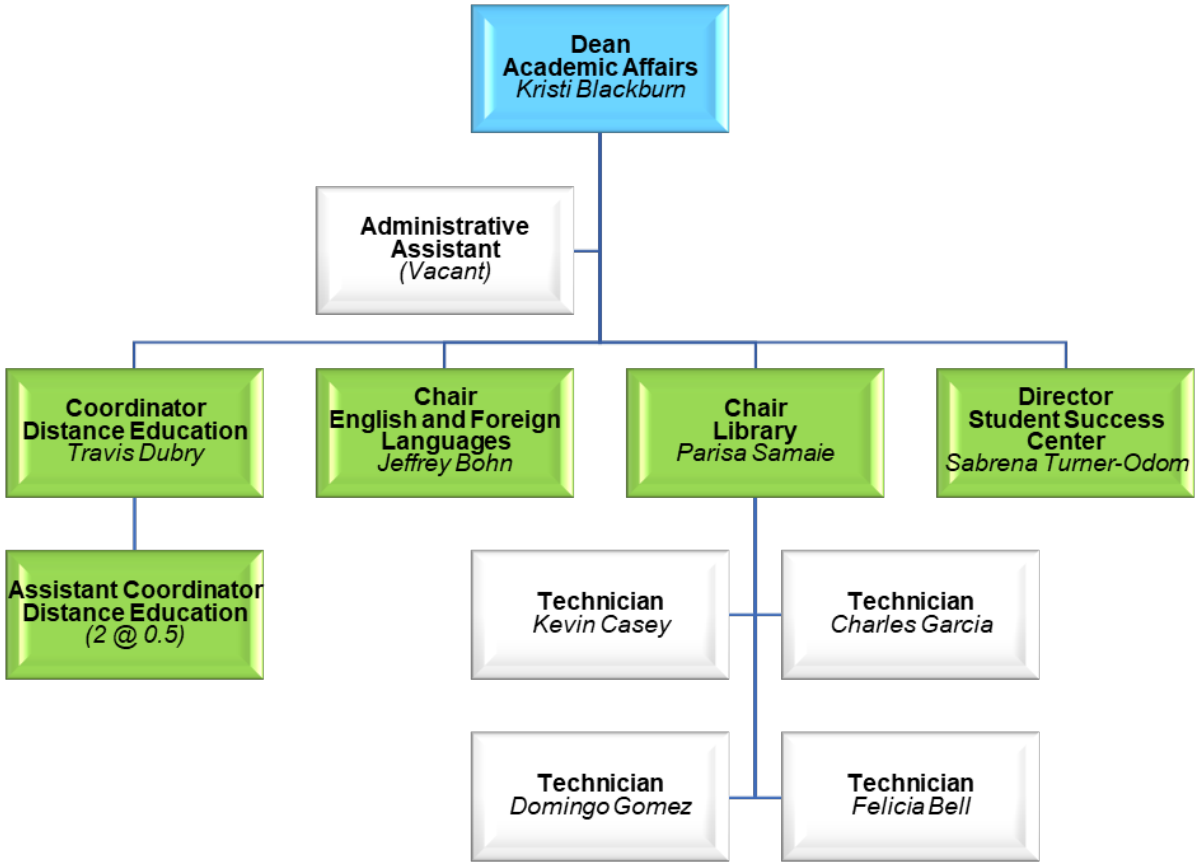
ACADEMIC AFFAIRS – Divisions



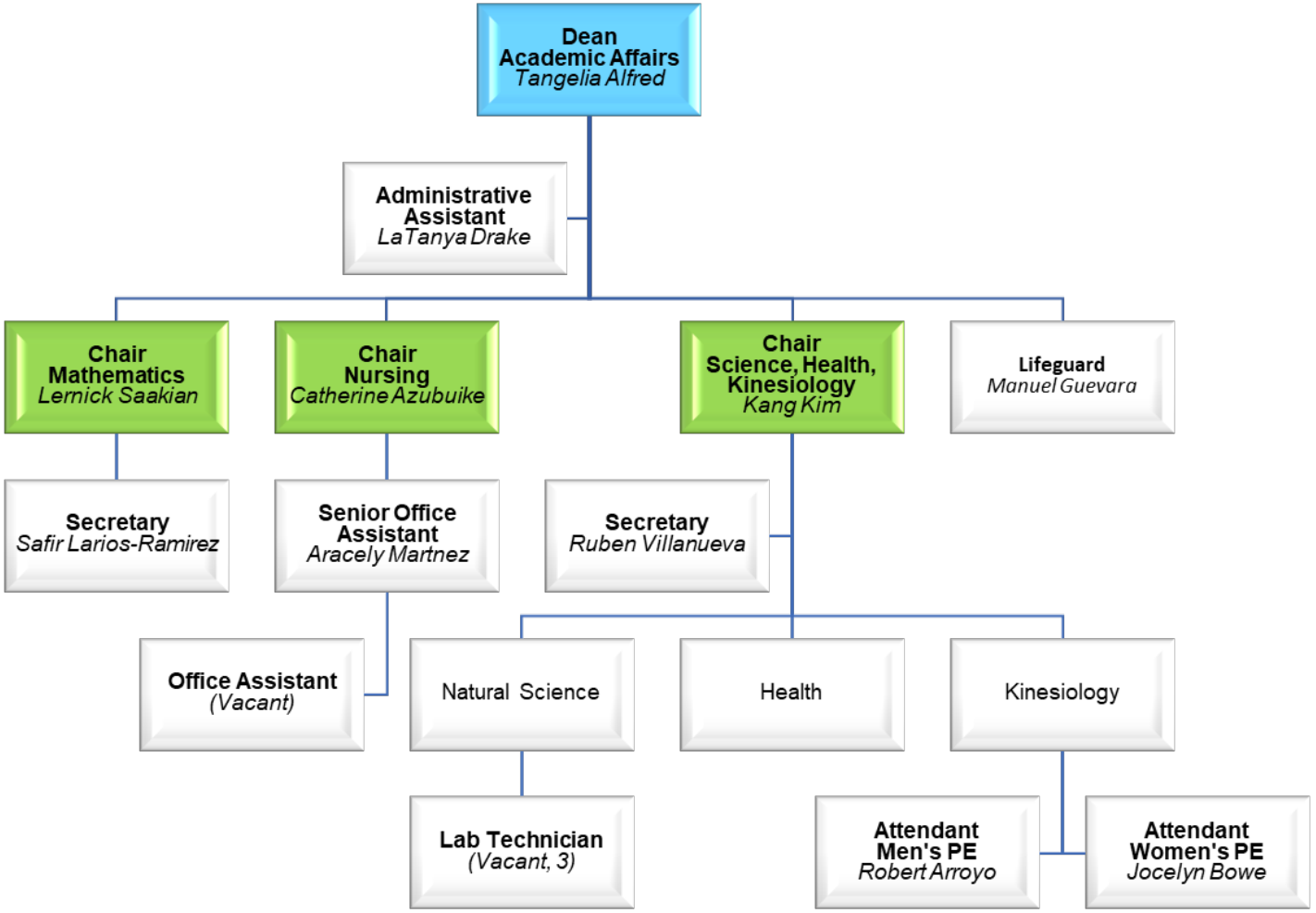
ACADEMIC AFFAIRS – Divisions



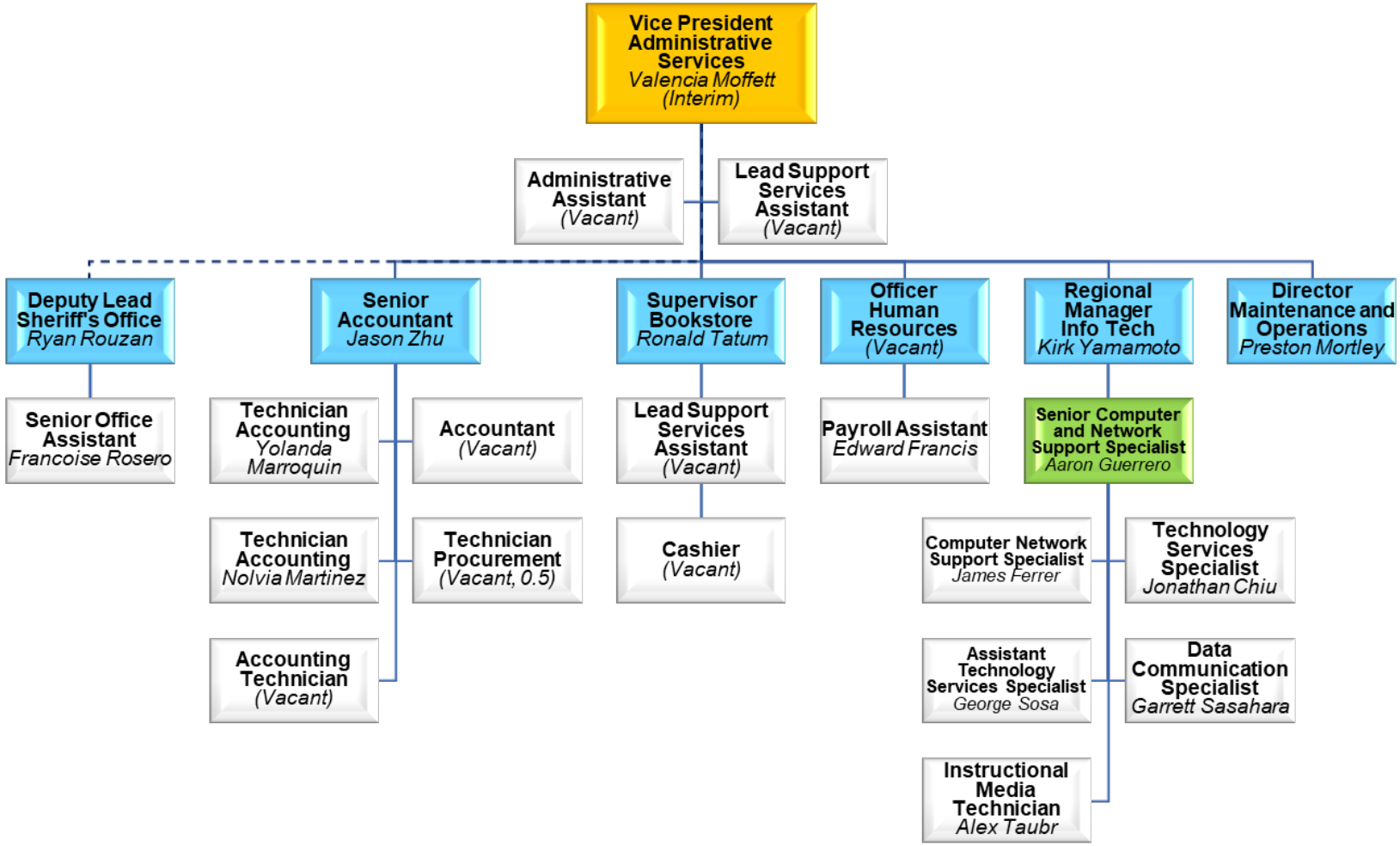
ACADEMIC AFFAIRS – Divisions



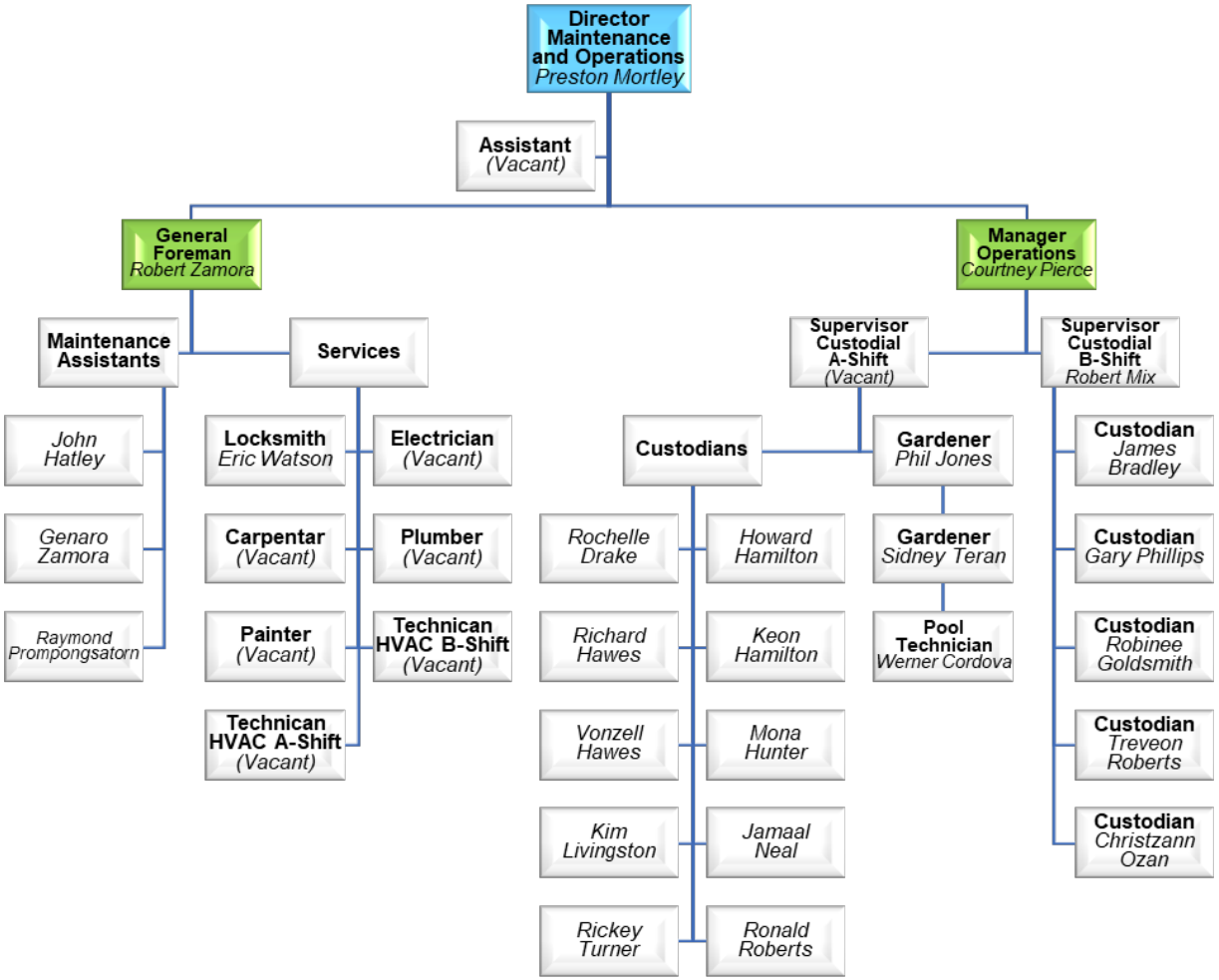
ACADEMIC AFFAIRS – Divisions



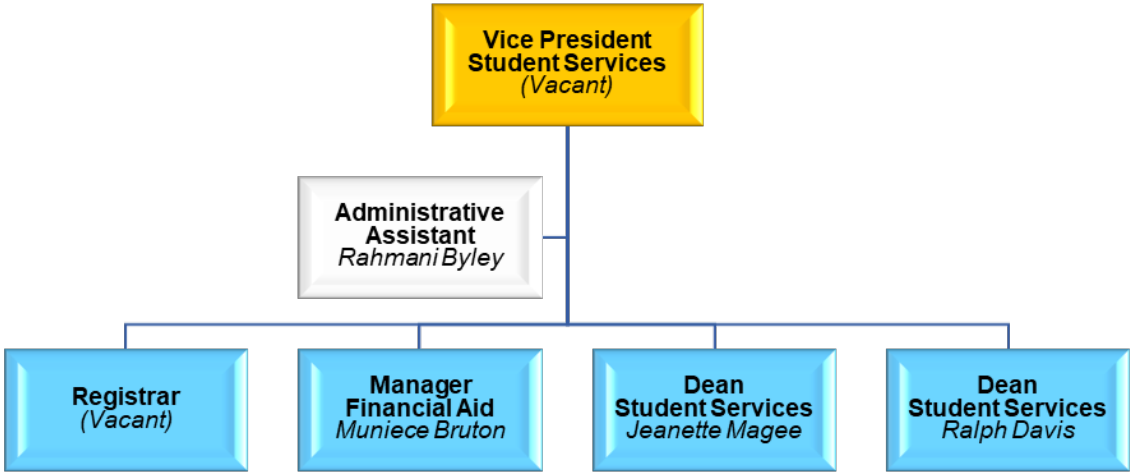
ADMINISTRATIVE SERVICES – Departments



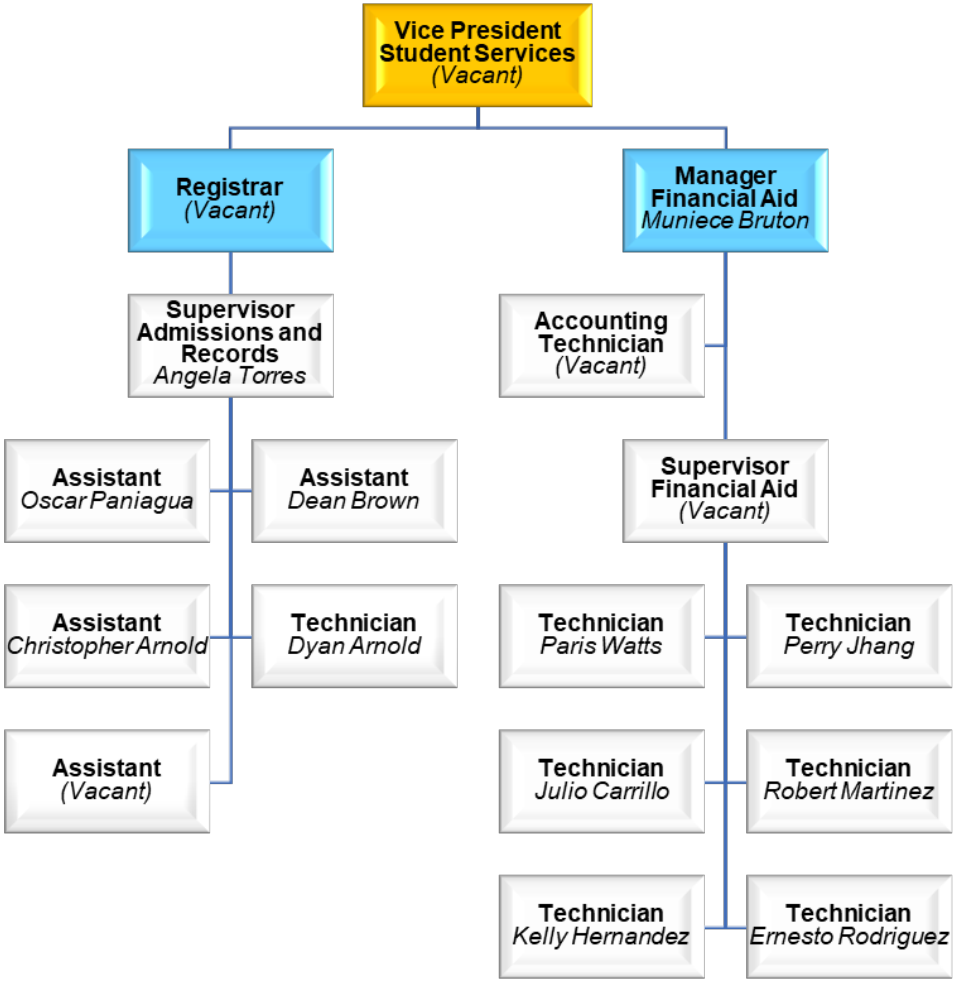
ADMINISTRATIVE SERVICES – Units



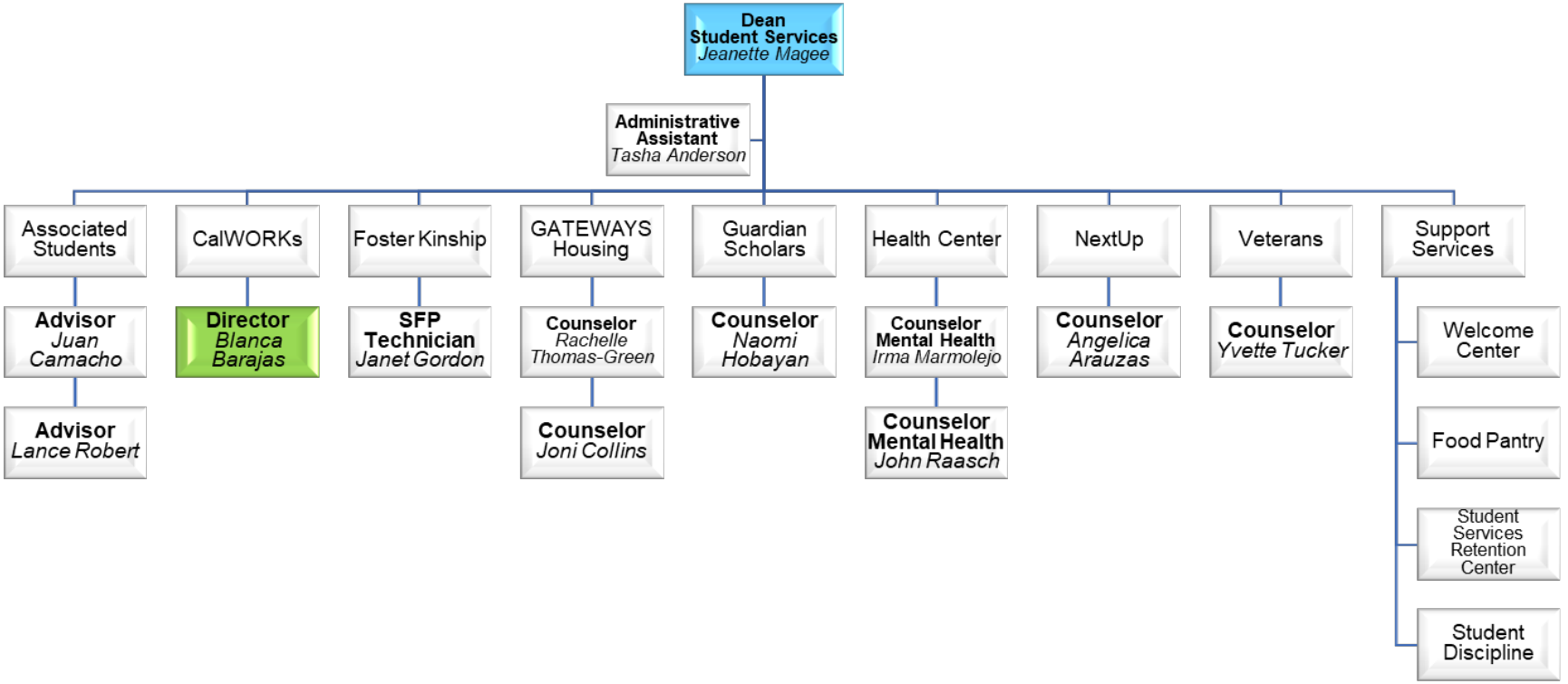
STUDENT SERVICES – Departments



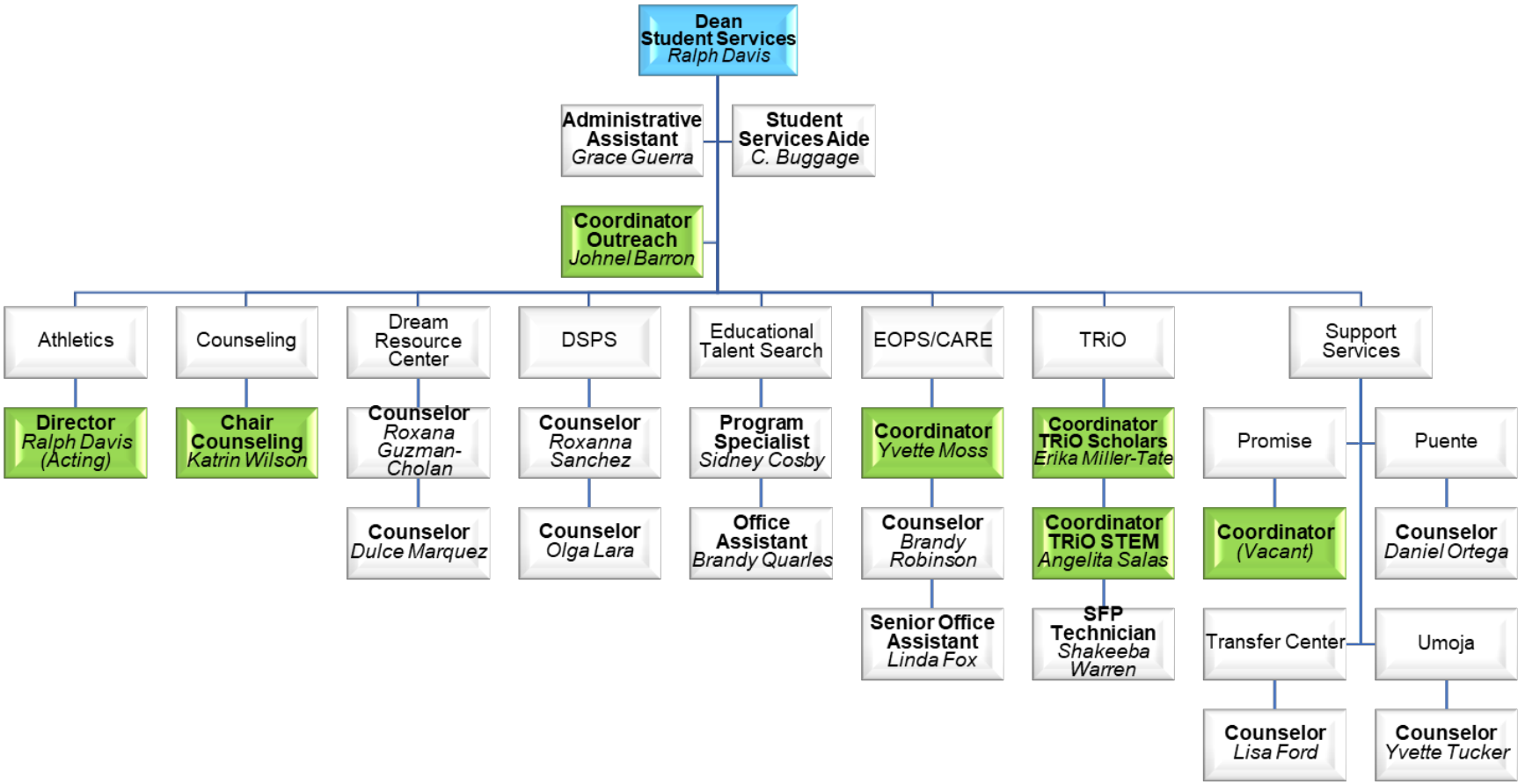
STUDENT SERVICES – Areas



STUDENT SERVICES – Areas



STUDENT SERVICES – Areas



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Los Angeles Southwest College (LASC) is a two-year community college operating under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (ER1-01).

The Los Angeles Community College District (LACCD) Board of Trustees recognizes LASC as one of the nine colleges operating in the district. Los Angeles Southwest College is currently accredited by the Accrediting Commission for Community and Junior (ER1-02).

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

Los Angeles Southwest College (LASC) has operated continuously since it was established in 1967, offering day, evening, Saturday and online/hybrid classes in a variety of term lengths so that students may complete academic and vocational programs that lead to certificates and associate degrees, transfer to four-year institutions, and employment opportunities (ER2-02).

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

Los Angeles Southwest College offers 49 degree programs that are two years in length and 49 certificate programs, along with the 20 approved Associate Degrees for Transfer (ADT's) that may be found in the college catalog. More than half the students enrolled in the College are enrolled in degree applicable courses (ER3-01).

All associate degrees consist of courses required for the major or area of emphasis, general education, and degree-applicable elective units to achieve the 60-unit minimum as required by LACCD Board Policy (ER3-02).

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

The Chief Executive Officer of the Los Angeles Community College District is the Chancellor, Dr. Francisco C. Rodriguez, who has served in this capacity since June 1, 2014. His full-time responsibility is to oversee the LACCD with its nine colleges in accordance with Board policies and rules. The Chief Executive Officer of Los Angeles Southwest College is Dr. Seher Awan, who commenced her duties and responsibilities on August 4, 2018. As President, Dr. Awan's primary responsibilities are to oversee the operation of the College. Neither Dr. Rodriguez nor Dr. Awan serves as the chair of the governing board. In July 2022, Dr. Anthony Culpepper joined LASC as Interim President. Dr. Culpepper does not serve as chair of the governing board.

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

Annual external financial audits are conducted for each college in the Los Angeles Community College District by a certified public accountant. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public (ER5-01, DIVD3-06). The College's Compliance with Title IV requirements is addressed below in Section F.

Eligibility Requirements six through twenty-one are addressed in the Self-Evaluation Report.

F. Certification of Continued Institutional Compliance with Commission Policies

Los Angeles Southwest College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The Los Angeles Southwest College website contains an Accreditation webpage that details when the formative review of the College's Institutional Self-Evaluation Report (ISER) will commence and when the accreditation site visit will be conducted. The formative review of the College's ISER commences on October 4, 2022, with the accreditation site visit to be held from February 27, 2023, to March 6, 2023.The College Accreditation page also includes direct links for both the ACCJC third party comments procedure and student and public processes for complaints against member institutions, and complaints against the commission (CP-01).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Los Angeles Southwest College has established institution-set standards and stretch goals and assesses how well it is achieving those standards in pursuit of continuous quality improvement. The Office of Institutional Effectiveness produces reports to support the College's program review process and publishes those reports on the Program Review webpage (CP-02, CP-03). Additionally, the College publishes student achievement metric performance as it relates to institution-set standards on its public website and within the Annual Report to the ACCJC which is posted on the College's Accreditation web page (CP-04).

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.
Los Angeles Southwest College adheres to the 60-semester unit requirement set forth in Title 5, Section 55063 of the California Code Regulations and in Los Angeles Community College District (LACCD) Board Policy 4100 and Administrative Procedure 4100 (ER3-02). This requirement is also included in the 2021-22 College Catalog (CP-05). All degrees consist of units required for the major or area of emphasis, general education, and degree applicable elective units to reach the 60-unit minimum requirement. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 as outlined in BP/AP 4020, Program, Curriculum, and Course Development, which defines a credit hour and governs the development of curriculum at the District's nine colleges.
(4A4-01, 4A4-02).

Los Angeles Southwest College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials, by providing a "Paying for College" link on the campus home page (CP-06) and access to an online Net Price Calculator (CP-07) through the Financial Aid Office (CP-08).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Los Angeles Southwest College follows approved District policies and procedures (BP/AP 4050) to address the transfer of classes to other institutions (2A10-02). These policies and practices are communicated to students through the Catalog (CP-09) and the Transfer Center webpage (CP-10).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Los Angeles Southwest College is in full compliance with federal Distance Education requirements for Regular Effective Contact and assesses its Distance Education (DE) courses for assurance of quality, accountability, and effectiveness (2A2-05). All instructors teaching a course through DE are required to attend training in online delivery and current DE methodologies offered through Distance Education. Currently, 90% of full-time faculty at the college are DE certified, and 76% of part-time faculty at the college are certified (CP-11).

All online courses are offered though the secure learning management system, Canvas. In accordance with the Higher Education Opportunities Act of 2008, Canvas allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the Los Angeles Community College District. Los Angeles Southwest College does not offer correspondence education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Los Angeles Southwest College has clear policies and procedures for handling student complaints. The college catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page five of the catalog (CP-12). The College's Accreditation webpage (CP-04) provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a college constituent, including students and community members, wishes to file a formal complaint against the College.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Los Angeles Southwest College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the college catalog (1C2-01), publication of class schedules (CP-13), maintenance of the College's website (1C5-01). Los Angeles Southwest College also provides accurate information to students and the public about its accreditation status (CP-04).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in offering financial assistance programs. Board Policy 5130 Financial Aid states that "all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements" (CP-14). The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the College equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by Los Angeles Southwest College's Financial Aid Office. As a result of the pandemic and a temporary pause in federal loan repayments, the Los Angeles Southwest College default rate is at zero percent. In 2019, the year prior to the pandemic, the College's default rate was 10.2 percent (CP-15). Currently, Los Angeles Southwest College does not have any non-regionally accredited organization contracts. If the College needs to pursue such a contract in the future, the procurement process would be guided by the contract's procurement checklist process, which provides specific guidelines for engaging these types of organizations. Should the College consider a contract with a non-regionally accredited organization, it would review the impact of such a contract on its accredited status as it moved through the procurement checklist prior to proposing the contract for consideration by the governing board. There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

G. Institutional Analysis

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

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

A. Mission

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

Evidence of Meeting the Standard

Los Angeles Southwest College's broad educational purpose to help students achieve their educational and career goals is clearly outlined in its Mission, Vision, and Values. The intended student population and the college's commitment to student learning and student achievement is identified throughout the mission as a diverse population that will be reached with an inclusive and accessible learning environment to support student needs. The mission identifies the types of degrees and certificates leading to academic, transfer and workforce preparation. LASC's Mission, Vision, and Values are published on the campus website (1A1-01).

LASC Mission Statement

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!

Analysis and Evaluation

The mission statement identifies the educational purpose, the intended student population, the degrees and credentials offered, and a commitment to student learning and achievement. The mission statement, vision, and values are easily accessed on the campus website and integrated within all planning documents. Additionally, the mission identifies the campus role as a partner within the community and acknowledges its commitment to student success, equity, anti-racism and inclusivity. The Mission Statement approval process from the local level to the district's Board of Trustees is documented in Standard I.A.4.

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

Evidence of Meeting the Standard

Los Angeles Southwest College uses multiple data points to determine how effectively it is accomplishing its mission. Aggregate and disaggregate data points, at district and campus levels, by department/discipline, course level, and student population are viewed and analyzed to direct institutional priorities in meeting the educational needs of our students.

At Los Angeles Southwest College the Strategic Education Master Plan (SEMP) serves as the college's guiding strategy on educational issues, including the development of other institutional plans, and it seeks to fulfil the college's mission and strategic goals through the implementation of its objectives. The SEMP was last updated in 2021 and its development was informed by the College Mission, results of surveys sent to students and college employees; campus forums with students, full-time and part-time faculty, classified professionals, administrators, and community partners from K-12 and the private sector; student achievement data; student enrollment data; labor market data; the California Community Colleges Chancellor's Office Vision for Success Plan and the Los Angeles Community Colleges District Strategic Plan (1A2-01). Progress on the SEMP and other institutional plans is assessed at the Strategic Planning Committee's (SPC) strategic planning retreat, which it hosts regularly. Examples of the assessment activities carried out during planning retreats are found in Standard I.B.1.

The use of data is also central to the college's Program Review process. Departments are asked to review data for their programs, aligned to the college's strategic education master plan goals and to develop objectives that prioritize their work in support of the educational needs of students and attainment of the mission (1A2-02). A comprehensive program review sets the priorities for a six-

year term and annual program reviews allow for regular assessment of a program's progress in support of the college mission and the educational needs of its students.

The College's Budget and Enrollment Summit is another example of data assessment directed toward setting goals and developing priorities for the coming year. The agenda for the March 2021 Summit directed participants to build a collective understanding of LASC's current and future budget climate and to engage in a meaningful, student-centered, equity-minded dialogue about the student-centered funding formula's integral tie with enrollment, retention, and student success. During the summit, participants reviewed data metrics on student enrollment and course success and retention rates disaggregated by age, gender, ethnicity, and high school/zip codes of origin. Breakout sessions challenged participants to be innovative while remaining sensitive to limited resources. Participants were then challenged to redirect campus conversations and committees to a solution-based approach to student success, retention, and outcomes (1A2-03).

Analysis and Evaluation
Data is integral to assessing the College's progress toward attaining its mission and enhancing processes that direct institutional priorities in meeting student educational needs. Program Review, Strategic Planning Retreats, and Budget and Enrollment Summits are examples of institutionalized processes that use data to assess progress toward meeting student educational needs at course, program, and institutional levels and to set new goals and priorities for the coming year(s).

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

Evidence of Meeting the Standard
Los Angeles Southwest College has institutionalized processes to ensure that its programs and services align with its mission. Within the Strategic Education Master Plan (SEMP) the Mission Statement, as well as the Vision, and Values are foundational to educational planning and development processes (1A2-01). Similarly, the LASC Integrated Planning Handbook identifies the mission statement as a benchmark for assessing institutional effectiveness and as the basis for the College's planning and decision-making (1B4-01). In addition, guidelines established by the Legislature in California Education Code 66010.4 informs the College's criteria for creating a course outline of record (COR) (1A3-01). For all programs of study, course objectives and student learning outcomes must be consistent with the college's mission and with guidelines established by the California Community Colleges Chancellor's Office (1A3-02).

The Program Review process also ensures that all programs and services support the college mission. Through comprehensive and annual program reviews, departments and programs analyze student achievement and student learning datasets, evaluate previous year goals and objectives, and refine/develop new objectives for the coming year. Decision-making about resource allocation is also guided by the mission through the Program Review process, connecting resources to allocations that support the mission. Resource requests for technology and facilities must connect to college wide planning goals, as described in the Resource Allocation Handbook (1B4-03) and must align with the college mission. Reviewing, prioritizing, and funding these programmatic initiatives and budget requests occurs in the LASC Budget Committee (1A3-03, 1A3-04).

Analysis and Evaluation
Los Angeles Southwest College aligns programs and services with the mission through integrated planning and decision-making processes. The mission remains a driving force when making decisions, planning, setting goals for student learning and achievement, and allocating resources as outlined in the Strategic Education Master Plan, Integrated Planning Handbook, Course and Program Approval Handbook, Resource Allocation Handbook, Program Review, and budget allocation processes.

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

Evidence of Meeting the Standard
The College's current mission statement, vision, and values were reviewed, updated, and approved by LASC's Strategic Planning Committee (1A4-01), Academic Senate and College Council (1A4-02 see pgs. 2-3 and 8), the LACCD Board of Trustees Institutional Effectiveness and Student Success Committee, and the LACCD's Board of Trustees (1A4-03) in 2020-2021. Previously, the mission statement was revised and approved in 2016 (1A4-04 see pg. 17) The new mission statement is widely published in, for example, the schedule of classes, college website, and institutional planning documents (1A4-05, 1A1-01, 1A4-06).

Analysis and Evaluation
The Mission Statement is periodically reviewed and updated, at least every five years with the revised Strategic Education Master Plan. Once updated, college committees and the governing board approve it. The approved mission, vision, and values are widely published in campus materials and on the college website.

Conclusions on Standard I.A: Mission
Los Angeles Southwest College demonstrates a strong commitment to its mission. The College mission is widely published, describes the college's broad institutional purpose, guides institutional priorities, decision-making, planning, and resource allocation, with a commitment to meet the educational needs of its student population and surrounding community.

Evidence List Standard I.A

Standard I.A.1
1A1-01_MissionStmnt

Standard I.A.2
1A2-01_20212026SEMP
1A2-02_CmpIPR&AnnlPRwData
1A2-03_2021BudgetEnrlSummit

Standard I.A.3
1A2-01_20212026SEMP
1B4-01_IntegratedPlanHndbk
1B4-03_ResourceAllocHandbk
1A3-01_English101xCOR
1A3-02_CCCCOProgCrseAprv
1A3-03_BudgetCommMinutes
1A3-04_Fa20PRRsrcReq

Standard I.A.4
1A1-01_MissionStmnt
1A4-01_SPCMinutes
1A4-02_AcadSenateCCMins
1A4-03_IESSBOTAprvlMission
1A4-04_MissionRevAprvl
1A4-05_PublicationMission
1A4-06_CollegeCatpg20

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

College Council is the primary governing body at LASC, and it oversees the work of various College Council Committees. Academic Senate is the representative body for faculty, and it oversees the work of various Academic Senate Committees. Collectively, the primary responsibility of those two leadership committees, and those committees under them, is to ensure that participatory governance is carried out throughout the campus and to review, evaluate and make recommendations to the President related to, but not limited to, academic matters and student outcomes. LASC's Participatory and Decision-Making Handbook details committee structures and their functions (4A1-01).

All College committees meet during the primary terms of a fiscal year. Their work begins by completing a Committee Operating Agreement (1B1-01) which details: membership; committee charge; communication and decision-making processes; meeting times, dates, and locations; and annual objectives that are aligned with the college's Mission, Strategic Education Master Plan goals, Fiscal Recovery Workplan goals, IEPI goals, and related planning documents as consolidated in the Comprehensive Work Plan (1B1-02). The workplan clearly defines and illustrates the closing of the loop/completion of planning. At the end of the fiscal year, committees are expected to complete a self-evaluation form (1B1-03) wherein their achievements and recommendations for improvement are documented.

In addition to regular committee work, the College regularly hosts Strategic Planning Retreats and related summits (1B1-04, 1B1-05), as needed to sustain a process of continuous improvement. Substantive and collegial dialog is also recurrent through weekly news updates for employees and students, and related communications (1B1-06).

Analysis and Evaluation
Regular, substantive, collegial dialog related to student achievement, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is carried out in college committees, via college summits, and through newsletters and email communications. At the institutional level, the SPC guides the strategic (long-range) and annual planning processes; oversees college planning, its implementation, and provides an on-going framework for development and monitoring of the college strategic and educational master planning efforts.

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

Evidence of Meeting the Standard
Course Learning Outcomes (CLOs) are defined in the Course Outline of Record (COR) in the college's reporting system: eLumen (1B2-01), the Student Learning Outcomes (SLOs) Committee SharePoint site (1B2-02) and are listed on all course syllabi (1B2-03). Program Learning Outcomes (PLOs) are found in the college's Program Mapper (1B2-04). The college Catalog also includes PLOs and Institutional Learning Outcomes (ILOs) (2021-2022LASCCatalog pgs. 20 and 106).

CLO assessments are housed in eLumen and occur every semester. Examples of course assessments as housed in eLumen can be viewed in the reports for Art 102, Communication Studies 101, English 101, and Theater 100, 110 (1B2-05). Learning outcome assessments are used to implement programmatic changes as needed. To facilitate this process, the college instituted a yearly Day of Dialogue during which departments and programs share and evaluate course level assessment outcomes with a goal to increase student equity and achievement. The results are posted to the SLO SharePoint and accessible to the campus community (1B2-06). In addition, to encourage an ongoing dialogue about learning outcomes, the College also instituted a monthly SLO Spotlight featured during Academic Senate. Each month throughout the year a different program is asked to share SLO assessment results and planned improvements with the Academic community during Academic Senate meetings. Recent examples include spotlights by the departments of English and Art (1B2-07, 1B2-08).

Service Area Outcomes, student and learning support services, include Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs). Assessment of SSOs and AUOs occurs through the Program Review Process (1B2-09). SLO assessment methods are previewed in the College's Integrated Planning Handbook Draft (1B4-01 see pg. 18).

Analysis and Evaluation
Course Learning Outcomes are clearly defined in the Course Outline of Record and included on all course syllabi. Program Learning outcomes are defined and posted in the Program Mapper and

college catalog. The college SLO committee is charged with defining and overseeing the assessment of student learning outcomes for all instructional programs and student and learning support services. Service Area Outcomes assessment is carried out during non-instructional program assessment of student services and administrative services, in Program Review.

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

Evidence of Meeting the Standard
The Strategic Planning Committee last assessed the appropriateness of the college's institution-set standards (ISS) for student achievement (first established in 2015) during the 2019-2020 academic year. During that assessment process, the committee considered the previous standards, the college mission, five years of student achievement data, and the then recently established Local Vision Goals. That assessment led to revised institution-set standards and the establishment of stretch goals (1B3-01), which were used to help develop the college's SEMP (1A2-01) during the 2020-2021 academic year.

As noted in I.B.1, the college hosts planning retreats where progress towards achievement of ISS aligned SEMP goals are assessed. Results of those assessments are published in the college's Annual Progress Report (1B3-02) and posted on the SPC SharePoint site (1B3-03). Additionally, datasets are prepared for evaluation in Program Review and include ISS and stretch goals (1B3-04); the college's data dashboards also allow users to compare department, subject, and course level outcomes against the ISS (1B3-05).

The college's institution-set standards and stretch goals are published in the college Fact Book (1B3-06), the SEMP, and the college's Office of Institutional Effectiveness website (1B3-07).

Analysis and Evaluation
The college established revised ISS and stretch goals in response to the analysis of how well it was achieving the strategic goals defined in the former Strategic Plan and Educational Master Plan (1B3-08), and to ensure alignment with the California Community College Chancellor's Office (CCCCO) Vision Goals. The new ISS were used to inform development of the SEMP, which aligns with the college Mission, the CCCCO Vision Goals, and the 2018-23 LACCD District Strategic Plan Goals (1B3-09).

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

Evidence of Meeting the Standard
The Integrated Planning Handbook (1B4-01) describes the college's six-year planning processes (including Program Review, Student Learning Outcomes assessment, and Resource Allocation) and its alignment to the college mission and SEMP goals. As part of the Program Review process, assessment data is provided to programs disaggregated by Ethnicity, Gender, and Age. The data include program enrollment trends, in-course success rates, and degree and certificate completions. The Program Review Handbook details the Program Review Process (1B4-02), the college's

resource allocation process is detailed in the college's Resource Allocation Handbook (1B4-03), and the student learning outcomes assessment cycle is previewed in the Integrated Planning Handbook Draft (1B4-01 pg. 18). These mechanisms rely on the use of assessment data for needs assessment, institutional planning, and resource allocation.

Assessment data (1B4-04) is also used in the development of additional college plans such as the LASC Enrollment Management Plan (1B4-05) and the regularly updated LASC Work Plan (1B4-06), which resulted from the Fiscal Recovery and Long-Term Sustainability Report (1B4-07) prepared by Cambridge West Partnership, LLC. Also, as noted in Standard I.B.3, the college has published data dashboards to facilitate the use of assessment data in decision making by college constituencies.

Analysis and Evaluation

The use of assessment data is the foundation of all college-level planning intended to support student learning and student achievement. The six-year planning cycle at LASC, in concurrence with the college Mission, directs the work of the college. Program Review, for example, organizes institutional practices at the department and program level. Course Learning Outcomes assessment, for instance, is used to help faculty discuss improvements and successes in the classroom, and the LASC Workplan operationalizes and integrates college goals and objectives established using assessment data.

Institutional Effectiveness

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

Evidence of Meeting the Standard

Program Review at LASC begins with a process known as Comprehensive Program Review. During that process both instructional and non-instructional programs (student services, learning support services, and administrative services) establish objectives and develop a program plan that aligns with the college SEMP Goals to support student learning and achievement (1B5-01). The program plan includes: 1) the alignment of a program's mission to the college mission; 2) assessment of how well a program is achieving college objectives and goals based on quantitative data disaggregated by program type and delivery mode; 3) establishment of program objectives, program-set standards; mapping of SLOs, PLOs, and ILOs; request for resources to support student success and institutional effectiveness; 4) an assessment of the program's strengths, weaknesses, opportunities, and challenges. Through a process known as Annual Program Review, over the next five years, instructional and non-instructional programs assess how well they are achieving the established goals and objectives from the program plan, as well as the Student Learning Outcomes, and the institution-set standards (1B5-02).

A component of the comprehensive and annual program review process is the use of qualitative and quantitative program data disaggregated by program type and mode of delivery. Non-instructional programs make use of annual student satisfaction surveys, which include Student

Service Outcomes (SSOs) and Administrative Unit Outcomes (AUOs) (1B5-03). Instructional programs, as noted in Standard I.B.3, use quantitative data (1B3-04) to assess student achievement.

Analysis and Evaluation
The College's six-year planning cycle is aligned with the college mission and Program Review. Through that alignment the institution regularly assesses how well it is accomplishing its mission. The use of disaggregated qualitative and quantitative data during that process ensures the College assesses student achievement.

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

Evidence of Meeting the Standard
In addition to the college's six-year planning cycle, the college tracks and analyzes performance gaps by subpopulation of students through its 2019-2022 Student Equity Plan. In the equity plan the college analyzed disaggregated data and identified student groups that were disproportionately impacted in the following areas: enrollment in the Same Community College, Transfer to a Four-Year Institution, Attained the Vision Goal Completion Definition, Completion of Transfer-Level Math and English in the First Year, and Retention from Fall to Spring. Performance gaps are revealed through proportionality index or percentage point gap index analysis, and institution-set standards. The use of those metrics in the Student Equity Plan showed more commonality than disparity in performance on achievement measures amongst many of the subpopulations of students; thus, analysis of achievement by the subpopulations of students is also measured against the institution-set standards. The Student Equity Plan also includes strategies and/or activities to reduce the identified performance gaps, and a proposed budget to help the college abate performance gaps that disproportionately impact student groups (1B6-01). Progress on that plan is assessed annually (1B6-02). The SEMP, Local Vision Goals Alignment Plan (referenced in I.B.3) Student Equity Plan, and Enrollment Management Plan, (referenced in I.B.4), are also examples of how analysis leads to the development and implementation of strategies intended to reduce and/or eliminate performance gaps.

The college provides both dynamic and static data options for users. Reports prepared by the Office of Institutional Effectiveness along with the Data Book comprise most of the static data. Dynamic data is available via the college's data dashboards. The LASC Student Enrollments and Outcomes dashboards allows users to evaluate in-course success rates by gender, age, ethnicity, full and part-time enrollment status. Course grades can also be evaluated by the above-mentioned student groups. The LASC Awards Conferred dashboard allows for the disaggregation of program achievement data by gender, ethnicity, and award type. In-course success rates and in-course retention rates can be disaggregated by the above-mentioned student groups and by special programs (e.g., EOPS, Veterans, CalWORKs) and/or financial aid status, in other data dashboards (1B6-03).

Analysis and Evaluation
The college disaggregates learning outcomes and achievement data for subpopulations of students and analyzes that data to identify performance gaps, as in the Student Equity Plan.
The reallocation of human, fiscal, and related resources, when needed, is documented in the Student Equity Plan, Program Review, and through the resource allocation process. Evaluation of the efficacy of the implemented strategies occurs regularly through, for example, the Student Equity and Achievement Programs Annual Reports and the LASC Annual Progress Reports.

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

Evidence of Meeting the Standard
College Council and all Senate committees at LASC begin their annual work by completing a Committee Operating Agreement, a process that includes a review of procedures and practices (1B1-01). However, a review of procedures and practices is not always planned. For example, the work of the Distance Education Committee in response to the Covid-19 pandemic was instrumental in helping the college transition its instruction from in-person to a remote environment by evaluating the needs of both instructors and students (1B7-01). Another example is the work that the Academic Senate completed in June of 2020 when the committee approved a Course Cancellation process to assure the college's effectiveness in supporting academic quality and its mission (1B7-02). Other examples of this evaluation process include the Program Review Committee's current work with eLumen to improve Program Review, Curriculum development, and Assessment processes (1B7-03); the Budget Committee's recently approved Resource Allocation Handbook (1B4-03); LASC's recently adopted Participatory and Decision-Making Handbook (4A1-01); Program Viability and Discontinuance Process (1B7-04); the evaluation of curriculum related practices (1B7-05); and the self-evaluations carried out by committees at the end of the year (1B1-03). Non-Instructional Program Review (1B4-02) allows the college to evaluate its practices across areas such as Student Services, Administrative Services, and Student Learning Programs and Support Services (1B7-06, 2B1-04, 2C2-05).

Analysis and Evaluation
Board Policies and Administrative Procedures are regularly evaluated at the District level, as described in Standard IV.A.2. The college's participatory governance structure allows for regular evaluation of practices and procedures, across all areas of the institution through processes such as Program Review, and committee self-evaluation.

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

Evidence of Meeting the Standard
Los Angeles Southwest College employs various means to communicate the results of its assessment and evaluation activities to inform the institution of its strengths and weaknesses, and to set appropriate priorities. In addition to its online presence (1B8-01), which includes access to

licensure pass rate and disclosure websites; and the college's Office of Institutional Effectiveness' online sites, the college's Office of Public Relations publishes Weekly Newsletters (1B8-02) that communicate related assessment information. The college committees, however, are the primary conduits of assessment and evaluation activities. The Strategic Planning Committee, in particular, not only communicates the results of assessment and evaluation activities (1B8-03), the committee also leads the development of the college's Strategic and Education Master Plan, a guide used by the college's committees, task forces and workgroups, departments, programs, units, and the President's Office to set appropriate priorities (1B8-04).

Analysis and Evaluation
Decision-making and setting college priorities are broadly communicated to the campus and surrounding community via online sites, newsletters, committee discourse, task force and workgroup activities. Priorities are aligned to the college mission, district strategic goals, the CCCCO's Vision for Success goals, and the institution's Strategic and Education Master Plan.

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

Evidence of Meeting the Standard
Institutional planning and continuous, broad based, systematic evaluations are carried out by the Strategic Planning Committee whose charge is to guide the college's strategic long-range and short-term planning processes, its implementation, and to provide an on-going framework for development and monitoring of the college's strategic and educational master planning efforts (1B9-01). The SPC regularly hosts a planning retreat where evaluation of the college's planning efforts is carried out (1B1-04); broad based and systematic evaluation also occurs in the form of meetings such as the Budget and Enrollment Summit (1B9-02).

Integration of program review, planning, and resource allocation is described in the college's Integrated Planning Handbook (1B4-01). Los Angeles Southwest College has recently updated its planning documents including the Participatory and Decision-Making Handbook, Integrated Planning Handbook, Program Review Handbook, Resource Allocation Handbook, and other related planning documents. The 2020-2021 Academic Year marked the final year of the institution's current planning cycle and as a result committees have responded by reviewing, revising, and rewriting, if appropriate, notable planning documents.

Analysis and Evaluation
The college has established evaluation processes and engages in long-range and short-range planning via program review and its various planning documents to meet the institution's mission and for the improvement of institutional effectiveness and academic quality. The institutional plans currently under review and revision reflect the college's engagement in continuous, broad based, systematic evaluation and planning, as a result of the activities carried out by the college's

participatory governance bodies including committees, task force and work groups, and the constituencies serving the LASC student body and its surrounding community.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Los Angeles Southwest College assures academic quality and institutional effectiveness through the use of data disaggregated by program type and mode of delivery. It communicates assessment and evaluation results, and when performance gaps are identified the college implements strategies to mitigate achievement gaps across all areas of the institution. Through collegial dialog and continuous systematic evaluation and planning, the college establishes institution-set standards for student achievement and organizes institutional processes to support student learning. Through the program review process and the use of quantitative and qualitative data, the college measures student outcomes, evaluates, plans, implements, and improves the quality of its educational programs and services by allocating resources where needed to achieve its mission.

Improvement Plan(s)

The College operates in a mode of continuous improvement. As the current cycle of assessment (1B9-03) comes to a close and the college prepares for the next assessment cycle (1B4-01) with improved planning, assessment and evaluation, and resource allocation processes to promote continued improvement of services in support of student learning and achievement, the college will ensure better alignment and improved assessment measures with Program Review, learning outcomes assessment, and resource allocation procedures. Over the last two years the Pandemic disrupted the college's ability to carry out its evaluation and assessment processes systematically; however, that period along with the accreditation review has also allowed the college to reflect on its processes and to introduce refreshed planning processes in Program Review, Learning Outcomes Assessment, and the resource allocation process. Comprehensive Program Review will mark the beginning of the new planning cycle and it will commence in fall 2022. LASC is resilient in its commitment to provide a student-centered and equitable learning environment designed to empower a diverse student population in achieving its academic and career goals.

Evidence List Standard I.B

Standard I.B.1

4A1-01_PartDecnMakHndbk
1B1-01_CommOpAgrmt
1B1-02_CompWorkPlan
1B1-03_CommSelfEval
1B1-04_StratPlanRetreat
1B1-05_RelatedSummits
1B1-06_SubstantiveComms

Standard I.B.2

1B4-01_IntegratedPlanHndbk
2021-2022LASCCatalog
1B2-01_CLOeLumenCOR
1B2-02_CLOSLOSharePoint
1B2-03_CLOSyllabus

1B2-04_PLOProgMapper
1B2-05_CLOAssessments
1B2-06_DayofDialogRpts
1B2-07_EFLSpotlight
1B2-08_A&HSpotlight
1B2-09_SSOAUOAssmnt

Standard I.B.3
1A2-01_20212026SEMP
1B3-01_InstitutionSetStd
1B3-02_AnnualProgressRpt
1B3-03_SPCSharePoint
1B3-04_ISSProgReviewData
1B3-05_ISSDashboardData
1B3-06_CollegeFactBook
1B3-07_OIEwebsite
1B3-08_StratPlanEdMstrPlan
1B3-09_LACCDDSP

Standard I.B.4
1B4-01_IntegratedPlanHndbk
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
1B4-04_EMPdataforEMC
1B4-05_EnrlMgmtPlan
1B4-06_WorkPlanUpdated
1B4-07_FsclRecLngTrmSusRpt

Standard I.B.5
1B3-04_ISSProgReviewData
1B5-01_CompProgRevReport
1B5-02_AnnualProgRev
1B5-03_StudSatSurveyData

Standard I.B.6
1B6-01_SEP
1B6-02_SEAAnnualReport
1B6-03_DisagDashboardData

Standard I.B.7
1B1-01_CommOpAgrmt
1B1-03_CommSelfEval
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
2B1-04_NIPRLibrarySL
2C2-05_CalWORKsNIPR

4A1-01_PartDecnMakHndbk
1B7-01_DECommitteeMins
1B7-02_CrseCnclProcess
1B7-03_eLumenSuccessPlan
1B7-04_ProgViabDiscProcess
1B7-05_CurricCommMins
1B7-06_NIPRReceiving

Standard I.B.8
1B8-01_OnlinePresence
1B8-02_WeeklyNewsLetters
1B8-03_SPCMinutes
1B8-04_CollegePriorities

Standard I.B.9
1B1-04_StratPlanRetreat
1B4-01_IntegratedPlanHndbk
1B9-01_SPCCharge
1B9-02_BudgetEnrlSummit
1B9-03_PartDecMakIntPlanHdbk

C. Institutional Integrity

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

Evidence of Meeting the Standard
The College assures the clarity, accuracy, and integrity of information provided to students and the public in a variety of ways:

Mission and Vision Statements: The College's Mission Statement is available on its website under "About LASC" and in the website footer (1A1-01) as well as included in the College Catalog (2021-2022LASCCatalog pg. 20) and Class Schedule (Summer2022ClassSchedule see pg. 5).

Educational programs and learning outcomes: The College provides clear and accurate information on its educational programs and learning outcomes through its website as well as the Catalog and Program Mapper (1C1-01, 2021-2022LASCCatalog see pg. 95, 1C1-02, 1C1-03). Student learning outcomes also appear on the college's SharePoint pages and course outlines and syllabi (1B2-02, 1B2-03). The Office of Academic Affairs produces updates and reviews the College Catalog annually and the Class Schedule each semester for accuracy. All webpages were reviewed for accuracy by vice presidents, deans and department chairs in late 2019 and early 2020

to correspond with the redesign of the college's website. The website is reviewed and updated annually by the Public Relations Manager in partnership with the deans, department chairs, and program managers (1C1-04).

Student Support Services: Student support services are easily located on the campus home page under "Services and Support." This site provides students with links to accurate and detailed information on student support and programs such as CalWORKs, CARE, Career Pathways and Job Center, GAIN, Disabled Students Program Services, Extended Opportunity Program and Services (EOP&S), and Counseling among others. The Financial Aid Office and Library Services home pages are examples of revised and updated web pages to provide students with easy access and clear, accurate information (1C1-05, 1C1-06).

Accurate Information about Accreditation Status: LASC communicates its accreditation status to students and the public on the College website's accreditation page under "About LASC," and via a link at the bottom of the homepage which complies with the "one click" rule from the homepage (1B8-01 see pg. 1). Accreditation status is also published in the College Catalog, and in the Class Schedule (2021-2022LASCCatalog see pg. 5; Summer2022ClassSchedule see pg. 4). The status statement includes the Commission's address, telephone number and web address. Staff review these documents annually for accuracy. The accreditation web page includes information for programmatic accreditation about how students can file complaints. The accreditation web page also provides access to related documentation from 2012 to the present, including, but not limited to, the following: 2019 Midterm Report (1C1-07), 2016 Certificate of Accreditation (1C1-08), Congratulatory Letter from ACCJC (1C1-09), and the College's ACCJC Annual Reports (1C1-10).

Analysis and Evaluation

LASC conveys accurate and pertinent information to students and the public regarding the College's mission statement, educational programs, student support services, and accreditation status.

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

Evidence of Meeting the Standard

Los Angeles Southwest College provides an online catalog for students and prospective students with precise, accurate and current information. The catalog is published annually and includes information regarding District and College policies, procedures, and regulations. To ensure accuracy of the College Catalog, the Office of Academic Affairs annually produces, updates, reviews for accuracy, and republishes the Catalog. The Office of Academic Affairs incorporates all reported changes into the next version of the College Catalog. Additionally, when the College updates its practices, the Office of Academic Affairs updates the appropriate sections of the College Catalog (1C2-01).

Analysis and Evaluation
Los Angeles Southwest College provides an online catalog to students and prospective students that presents accurate and current information for all ACCJC Catalog Requirements. The College's catalog is reviewed and updated annually by vice presidents, deans, department chairs, and program managers. Changes to the catalog are coordinated through the Office of Academic Affairs, updated and published via the campus website.

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

Evidence of Meeting the Standard
Los Angeles Southwest College makes documented assessment of student learning and achievement publicly accessible via the Student Learning Outcomes, Program Review, and the Office of Institutional Effectiveness websites.

The Office of Institutional Effectiveness regularly analyzes and communicates the results of student achievement data. Research staff incorporate trends and analyses, for example, into the College Fact Book, reports, institutional plans, Program Review, and LASC Data Dashboards accessible through the Office of Institutional Effectiveness web page and SharePoint site (1B3-07, 1B8-01 see pg. 6).

Examples of these documents include the following:

- Institutional Plans (1A2-01, 1B3-08)
- Committee Reports (1B3-01)
- Program Review Data (1B3-04)
- Annual Progress Reports (1B3-02)
- Office of Institutional Effectiveness Data Dashboard (1B3-05, IB6-03)
- Daily Enrollment Reports (1C3-01)
- College Fact Book (1B3-06)

Analysis and Evaluation
The College documents assessments of student learning and evaluation of student achievement, and the information is publicly accessible on the College website.

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

Evidence of Meeting the Standard
Departmental/Program websites, the online catalog, and the Program Mapper are the College's primary tools for disseminating information about certificates and degrees.

Each degree and certificate offered by the College is described in detail in the catalog and on departmental and program websites. Information about their purpose, content, course requirements, and expected learning outcomes are included (2021-2022LASCCatalog see pgs.

102-135). An example is the description of the Associate of Science for Transfer (AST) degree in Mathematics on the departmental website (1C4-01).

In addition, the Program Mapper, accessible from the Programs banner on the College home page, displays degree requirements along with a semester-by-semester course schedule for students to follow and information on potential career pathways and salaries. The Program Mapper informed by the College's newly instituted two-year schedule clearly outlines degree and certificate pathways and guarantees students the courses, in the correct sequence, needed to complete their degree or certificate in a timely manner (1C1-02, 1C4-02).

Analysis and Evaluation
All certificates and degrees are described clearly and accurately in the college catalog and on the college website in terms of their purpose, content, course requirements, and expected learning outcomes. The College's Program Mapper provides clear pathways to guide students to degree and certificate completion.

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

Evidence of Meeting the Standard
Institutional Policies and Procedures: The District recently transitioned its Board Rules and Administrative Regulations to the Community College League model for Board Policies and Administrative Procedures as addressed in Standard IV.

At the local level, the participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of LASC's mission, programs, and services. The review of procedures is carried out by the College Council and Academic Senate at LASC, the primary governing bodies.

Recent examples of this review process include the following:

- Program Viability and Discontinuance Process (1B7-04)
- Revision of the College Mission Statement (1A4-03)
- Development of the Course Cancellation Process and Timeline (1B7-02)
- Integrated Planning handbook, Program Review Handbook, Resource Allocation Handbook (1B4-01, 1B4-02, 1B4-03)

In addition, participatory governance committees complete and submit a yearly self-evaluation form to either College Council or Academic Senate depending on their primary governing body (1B1-03).

Publications:
Campus website redesign in 2019/2020 and annual updates: The college underwent a complete website overhaul and redesign to create a more modern, mobile-friendly, as well as ADA compliant site. The entire campus community was enlisted to vet and revise the information for accuracy (1C1-04).

Catalog Review: Under the direction of the office of Academic Affairs, the college catalog undergoes an annual review for accuracy of information and is updated with the latest program offerings (1C2-01).

Analysis and Evaluation
The College's participatory governance committee structure ensures all institutional policies, procedures, and publications are regularly reviewed to assure integrity in all representations of LASC's mission, programs, and services.

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

Evidence of Meeting the Standard
Current and prospective students can access detailed information about the total cost of education through a number of resources available on the College website.

Fee schedule in Schedule of Classes & Catalog: Both the college catalog and the schedule of classes have a complete breakdown of the common tuition and enrollment dues each student is expected to pay each semester and intersession for both resident and non-resident students (1C6-01, 1C6-02). The class schedule and college catalog are both accessible online via the college website.

Bookstore website: The website for the college bookstore lists the textbooks and other materials required in each course. To ensure the accuracy of book prices, selection & availability, instructors are asked to submit textbook requisitions before each term. Since the onset of the COVID-19 pandemic all bookstore operations have shifted to online sales (1C6-03).

Nursing cost list: Programs such as Nursing publish their required costs necessary to complete the program (1C6-04).

Los Angeles Southwest College Net Price Calculator: On the college website under financial aid's "Paying for College" page the net price calculator provides an estimated cost of attendance including tuition, books, and supplies and instructions for applying for student aid (1C6-05). The Business Office webpage also outlines the various student fees (1C6-06).

Zero-cost textbook classes: To reduce the cost of books to students, LASC offers classes that are designated as "Zero-cost textbook classes" and posts these classes on the college website (1C6-07).

Analysis and Evaluation
The college reports its associated tuition and program costs in an accurate manner for students to make informed decisions about educational costs.

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

Evidence of Meeting the Standard
The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Policy 4030 affirms the Board of Trustees' commitment to academic freedom and recognizes "that academic freedom ensures a faculty's right to teach and the student's right to learn" (1C7-01 see pg. 61).

A statement on educational philosophy and academic freedom is included in the College Catalog (2021-2022LASCCatalog see pg. 19 and pg. 61). Specifically, Los Angeles Southwest College affirms that "faculty and administrators will maintain an environment in which there is freedom to learn." Article 4 of the Los Angeles Faculty Guild, Local 1521 contract also includes a statement on academic freedom and is available on the Los Angeles Community College District website (1C7-02 see pg. 5).

Analysis and Evaluation
Governing Board policies on academic freedom and responsibility are both used and published.

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

Evidence of Meeting the Standard
Los Angeles Southwest College follows LACCD Board Policy 5500 which sets standards of conduct that include student behavior and academic honesty and the consequences for academic dishonesty in line with California Education Codes, Sections 66300 and 66301 (1C8-01). BP 5500 requires that the "Conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff, or visitor."

Standards of Student Conduct and the Student Discipline Process are published in the College Catalog and on the College website which are accessible to students, employees, and the general public (2021-2022LASCCatalog see pgs. 61-65, 1C8-02). Additionally, the District's Student Code of Conduct/Academic Honesty policies are published in the Faculty Handbook, (1C8-03 see pgs. 14-15), and, per Administrative Procedure 4221, on all course syllabi (1C8-04, 1B2-03).

Analysis and Evaluation
Los Angeles Southwest College follows and publishes the policies and procedures set forth by the LACCD Board promoting honesty, responsibility, and academic integrity. These policies cover all constituencies and include expectations for student behavior, academic honesty, and the consequences for dishonesty.

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

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

These expectations are codified in District Board Policies:

- Board Policy 1200 identifies the District's Mission and Core Values to provide its students with Access and Opportunity, Excellence and Innovation, Equity, and Free Inquiry through instruction and the campus community (1C9-01).
- Board Policy 4030 on Academic Freedom "recognizes the essential function of education to probe received opinions and offer a framework to teach, learn, and research that guarantees students the freedom of learning." BP 4030 also states that "The right to academic freedom, however, cannot be separated from the equally important responsibility, which each individual has, to uphold the district's professional ethics policies for faculty, administrators, and staff; and in the case of students, to abide by the District's Standards of Student Conduct" (1C7-01).

In addition to the District policies, the LASC Faculty Handbook references Article 4 of the AFT contract: "Faculty shall have the academic freedom to seek truth and guarantee freedom of learning to the students" (1C8-03 see pg.14) as well as the Academic Senate adopted a Faculty Code of Ethics that also underscores "intellectual integrity" and "the academic freedom of students" (3A13-08). As part of the faculty evaluation process as outlined in the faculty collective bargaining agreement, students have an opportunity to participate in the evaluation of a faculty member. This opportunity allows students to express any concerns they may have about the faculty member's professionalism, objectiveness, fairness, or any other traits the students would like to express (1C9-02).

Analysis and Evaluation
The District, College, and AFT have clear policies and procedures that outline for faculty the importance of distinguishing between their personal convictions and professionally accepted views in a discipline.

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

Evidence of Meeting the Standard
Los Angeles Southwest College is recognized as a public institution of higher education and as such, is precluded from requiring conformity with specific beliefs or world views. The College does, however, adhere to LACCD Board Policies and Administrative Procedures.

All employees of LACCD are expected to conform to specific codes of conduct and ethical standards that are clearly indicated in the following Board Policies and Administrative Procedures:

- BP 3410 Nondiscrimination (1C10-01)
- BP 3420 Equal Opportunity Employment (1C10-02)
- BP 4030 Academic Freedom (1C7-01)
- BP/AP 5140 Disabled Students Programs and Services (1C10-03)
- BP 5500 Standards of Student Conduct (1C8-01)

These policies and procedures are available on the district website and are referenced in a variety campus documents including the following:

> *LACCD Employee Handbook:* The Classified Employee Handbook published by the LACCD Personnel Commission provides the steps for employee discipline that may include violations of the standards for conduct. The handbook is posted on the LACCD website and the information can be found under the Standards of Conduct section (1C10-04 see pg. 38).
>
> *Faculty Handbook:* The LASC Faculty Handbook, in addition to College and District guidelines, policies, and procedures, includes information on Standards of Student Conduct, Academic Freedom, and student discipline (1C8-03)
>
> *LASC College Catalog and Website:* Los Angeles Southwest College gives its students clear and specific codes of conduct. This information can be found in the College Catalog (2021-2022LASCCatalog see pg. 61) and on the College website under "Life at LASC." Faculty responsibilities are included in the Student Code of Conduct (1C8-02).

Analysis and Evaluation
Los Angeles Southwest College does not require conformity to specific beliefs or world views. The College does, however, expect employees and students to follow LACCD codes of conduct. Codes of conduct for faculty and students are published in the College Catalog, College website, Employee Handbooks, and on the District's website.

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

Evidence of Meeting the Standard
The College does not offer curricula in foreign locations to non-U.S. Students.

Analysis and Evaluation
Not Applicable

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

Evidence of Meeting the Standard
LASC is in full compliance with all ACCJC accreditation requirements.

The College has fully complied with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements as evidenced most recently by the 2019-20 Mid-Term Report (1C1-07), the 2017 Accreditation Follow-Up Report (1C12-01), and the 2016 Institutional Self-Evaluation Report (1C12-02).

Previous recommendations from the Commission have been addressed in a timely manner and were verified as compliant by the visiting team as documented by the 2020 Mid-Term report Acceptance Letter (1C12-03), and the 2018 ACCJC Action Letter (1C12-04).

The College regularly and accurately discloses on its website (1B8-01) and in its catalog (2021-2022LASCCatalog see pg. 5) all required information about the College's accredited status. Substantive change requirements are current, and the College responds to annual ACCJC reporting requirements within the specified timeframe.

Analysis and Evaluation
The College complies with all requirements established by the Commission, including those regarding public disclosure, institutional reporting, site visits, and prior approval of substantive change. The College responds to required reports by the due dates and all information regarding accreditation status and relationships with the accrediting association is disclosed and available to the College and the public.

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

Evidence of Meeting the Standard
The College is committed to remaining in compliance with state and federal regulations and statutes and to remaining in good standing with external agencies.

- The College describes itself in consistent terms to all its accrediting agencies and communicates updates in accreditation status to the Commission, students, and the public and is accessible through the "Accreditation" link on the College's public website home page (1B8-01) and in the College catalog (2021-2022LASCCatalog see pg. 5).
- Several of the College's programs work closely with outside licensing and certification organizations, such as the California Board of Registered Nursing (BRN) and the Health and Safety Code (1C13-01), the Los Angeles Police Department (1C13-02), and the Los

Angeles/Orange Counties Building and Construction Trades Council for HireLAX Apprenticeship Readiness Programs (1C13-03). Approval status for the Nursing & Allied Health programs are included on the College website (1C13-04).

- The College's Financial Aid Office cooperates with the U.S. Department of Education to comply with Title IV regulations (1C13-05).

Analysis and Evaluation

The College consistently demonstrates honesty and integrity in its compliance with all regulations and statutes and in its relationships with a variety of external agencies. These include, but are not limited to the CCCCO, ACCJC, BRN, LAPD, Los Angeles/Orange Counties Buildings and Construction Trades Council, and the U.S. Department of Education. The College describes itself in consistent terms on its website and in correspondence to all its accrediting agencies through accreditation reports, and within the College catalog, all of which are available for Commission, student, and public view.

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

Evidence of Meeting the Standard

Los Angeles Southwest College is a publicly funded institution and does not generate financial returns for investors nor contribute to any financial organizations. The College has a clearly articulated mission statement, which describes the primary reason for the College's existence:

> *In honor of its founding history, Los Angeles Southwest College 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.*

This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the College offers. The mission statement is paramount to all other objectives. The College's commitment to its educational mission is further reinforced in the goals and objectives of the College's 2021-2026 Strategic Education Master Plan (1A2-01).

Analysis and Evaluation

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

Conclusions on Standard I.C: Institutional Integrity

Los Angeles Southwest College has established policies, procedures and practices that promote honesty, responsibility, and academic integrity. The College provides clear, accurate, and

accessible information for students, staff, and the public, and systematic processes to ensure accurate information regarding programs, degrees, and certificates, including purpose, content, course requirements and learning outcomes.

The District and College regularly review policies and procedures underscoring academic quality, honesty, and integrity, including those that establish Academic Freedom as a principal component to the institution's educational mission. The college establishes clear expectations regarding ethical, responsible, and academically honest behavior among faculty, staff, and students, along with the consequences for violating codes of conduct. The college informs current and prospective students of the total cost of education and regularly reviews and revises relevant information.

The College complies with all ACCJC requirements and reporting deadlines and makes Accreditation information available to the public. Since the last comprehensive visit in 2016, all reports have been submitted on time and have received approval. The College interacts similarly with all external agencies with which it works and complies with all regulations and statutes.

Evidence List Standard I.C

Standard I.C.1
2021-2022LASCCatalog
Summer2022ClassSchedule
1A1-01_MissionStmnt
1B2-02_CLOSLOSharePoint
1B2-03_CLOSyllabus
1B8-01_OnlinePresence
1C1-01_AcademicPrograms
1C1-02_ProgramMapper
1C1-03_StudentServcsPrograms
1C1-04_WebsiteReviewRequest
1C1-05_FinAidUpdatedWebPage
1C1-06_LibSrvUpdatedWebPage
1C1-07_ACCJCMidtermReport
1C1-08_AccreditationCert
1C1-09_ACCJCCngrtLtr
1C1-10_ACCJCAnnualReport

Standard I.C.2
1C2-01_CatalogUpdateEmail

Standard I.C.3
1A2-01_20212026SEMP
1B3-01_InstitutionSetStd
1B3-02_AnnualProgressRpt
1B3-04_ISSProgReviewData
1B3-05_ISSDashboardData

1B3-06_CollegeFactBook
1B3-07_OIEwebsite
1B3-08_StratPlanEdMstrPlan
1B6-03_DisagDashboardData
1B8-01_OnlinePresence
1C3-01_DailyEnrlRaeports

Standard I.C.4
2021-2022LASCCatalog
1C1-02_ProgramMapper
1C4-01_Mathematics(AST)
1C4-02_TwoYearSchedule

Standard I.C.5
1A4-03_IESSBOTAprvlMission
1B1-03_CommSelfEval
1B4-01_IntegratedPlanHndbk
1B4-02_ProgRevHndbk
1B4-03_ResourceAllocHandbk
1B7-02_CrseCnclProcess
1B7-04_ProgViabDiscProcess
1C2-01_CatalogUpdateEmail
1C1-04_WebsiteReviewRequest

Standard I.C.6
1C6-01_EnrlFeePlcyResNonres
1C6-02_EnrlFeesWorksheet
1C6-03_CampusBookstore
1C6-04_RNProgCost
1C6-05_NetPriceCalculator
1C6-06_BusOfficeStdntFees
1C6-07_ZeroCostTextbook

Standard I.C.7
2021-2022LASCCatalog
1C7-01_BP4030
1C7-02_AFTCBA

Standard I.C.8
2021-2022LASCCatalog
1B2-03_CLOSyllabus
1C8-01_BP5500
1C8-02_StudentCodeConduct
1C8-03_FacultyHandbook

1C8-04_AP4221

Standard I.C.9
1C7-01_BP4030
1C8-03_FacultyHandbook
3A13-08_FacultyEthics
1C9-01_BP1200
1C9-02_StudEvalForms

Standard I.C.10
2021-2022LASCCatalog
1C7-01_BP4030
1C8-01_BP5500
1C8-02_StudentCodeConduct
1C8-03_FacultyHandbook
1C10-01_BP3410
1C10-02_BP3420
1C10-03_BP5140AP5140
1C10-04_ClsfdEmpHndbk

Standard I.C.11
Not Applicable to College

Standard I.C.12
2021-2022LASCCatalog
1B8-01_OnlinePresence
1C1-07_ACCJCMidtermReport
1C12-01_ACCJCFollowUpRpt
1C12-02_ACCJCSelfEvalReport
1C12-03_ACCJCAcceptLetter
1C12-04_ACCJCActionLetter

Standard I.C.13
2021-2022LASCCatalog
1B8-01_OnlinePresence
1C13-01_BRNApproval
1C13-02_LAPDLASCPrtnrCert
1C13-03_CommunityPrtnrshp
1C13-04_NursingProgAprvl
1C13-05_BP5130

Standard I.C.14
1A2-01_20212026SEMP

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

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

Evidence of Meeting the Standard

Los Angeles Southwest College offers educational programs in fields of study consistent with the institution's mission. As indicated in the college catalog and program webpages, program descriptions align with the College mission "to [provide] a student-centered and equitable learning environment designed to empower a diverse student population and the surrounding community to achieve their academic and career goals..." All programs have identified program learning outcomes (PLO's) which are also included in both the catalog and the department/discipline webpages (2A1-01, 1C1-01).

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

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

Los Angeles Southwest College does not offer correspondence courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

LASC Institutional Student Learning Outcomes:

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

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

Analysis and Evaluation

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

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

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

Evidence of Meeting the Standard

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

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

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

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

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

Analysis and Evaluation

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

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

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

Evidence of Meeting the Standard

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

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

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

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

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

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

Analysis and Evaluation

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

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

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

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

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

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

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

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

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

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

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

Analysis and Evaluation

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

Conclusions on Standard II.A: Instructional Programs

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

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

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

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

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

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

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

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

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

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

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

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

Evidence List Standard II.A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Library and Learning Support Services

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

Evidence of Meeting the Standard

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

LASC Founder's Library Resources:

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

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

The Library offers ongoing instruction for library users:

- Library Science 101 "College Research Skills," is a one-unit transferable course on the basics of research for academic courses offered several times a semester (2B1-03)
- Library/research skills workshops, 162 workshops were held in 2019-20 (2B1-04 see pg. 5)
- 70 Tailored library orientations and accompanying "LibGuides" were created in 2019-2020 to meet the needs and assignments of each individual class (2B1-05, 2B1-06, 2B1-07)
- One-on-one instructions with the librarians during library hours, 5,693 sessions were held in 2019-20 (2B1-04 see pg. 5)
- Live chat with a librarian and SMS/Text Messaging, initiated during COVID Pandemic (2B1-08)
- FAQ pages are used as visual guides to help students answer commonly asked questions (2,536 views in 2019-2020) (2B1-09)
- Global links in Canvas that link to the library (2B1-10)

- Online library workshops (2B1-11)

Additional learning technologies:
The Library has the software suite SpringShare, which includes LibChat, LibGuides, LibAnswers, and LibCal.

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

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

Learning support services include, but are not limited to:

- One full-time faculty member and 12 tutors on staff who tutor in the following subjects: Chemistry, Mathematics, English, Statistics, Psychology, Sociology, Counseling, Calculus, Computer Technology, Communications, Natural Sciences, Anthropology, and Physics (2B1-17).
- An Open House is provided each fall to introduce services to the campus (2B1-18).
- In-house and online Student Lingo workshops are offered throughout the fall and spring semesters (2B1-19).
- 2019 Black History Month Read-In of Michelle Obama's "Becoming." Over 200 students attended (2B1-20).
- Fall 2019 Read-In of "The Last Black Unicorn". Students received a FaceTime call during the event from the author, Tiffany Haddish, and a copy of the book. Over 150 students attended (2B1-21).
- Spring 2019 Read-In of "The Compton Diagnosis". The author, Natalie Houser, attended the event and students received a copy of the book. Over 150 students attended (2B1-22).
- Marketing materials are provided to students via classrooms, campus events, and emails (2B1-23).
- Final Exam support is provided at the end of semester with extended hours and pizza (2B1-24).
- Tutor Training takes place during the fall semester (2B1-25).
- The Student Success Center and Library offer easy access to materials and services through embedded links in Canvas:

- Student Support Hub in Canvas for online tutoring and library access (2B1-10).

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

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

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

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

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

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

To ensure the library stays abreast of new course offerings and related course needs, a librarian serves as a member of the Curriculum Committee. The responsibility of the member librarian is to

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

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

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

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

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

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

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

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

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

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

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

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

The Founder's Library is a participating member of the Community College League (CCL), which is a statewide organization consisting of all community college libraries. Community College League subcommittees evaluate databases and negotiate special pricing for members of the league.

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

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

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

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

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

Evidence List Standard II.B

Standard II.B.1
2021-2022LASCCatalog
2B1-01_BP4040
2B1-02_LibraryResources
2B1-03_LibraryOneSearch
2B1-04_NIPRLibrarySL
2B1-05_LibGuideChildDev

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

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

Standard II.B.3
2B3-01_NIPRLibrary
2B3-02_LibStudSatSurvey
2B3-03_LibWorkshopEval
2B3-04_TabletAgreement
2B3-05_DatabaseUsageData
2B3-06_SLOAssmntLibSci

2B3-07_SSCStudSatSurvey
2B3-08_SSCStudSatSurvey

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

C. Student Support Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence of Meeting the Standard
Los Angeles Southwest College is committed to maximizing educational opportunity and access to everyone who has the desire to learn. The college welcomes all students, including those from communities that have traditionally been underserved by higher education or who require special

accommodation or support as outlined in the College and District mission statements (1A1-01, 1C9-01).

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

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

events to inform community members of the educational opportunities and resources available at the college (2C3-09).

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

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

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

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

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

Among the many co-curricular activities available to LASC students, the College boasts a nationally recognized theater program. The student written, directed, and produced play "Criminal" was featured as a Participating Entry at the 2020 Kennedy Center American College Theatre Festival. The program's Experimental Theatre Laboratory regularly produces original works featuring our students and performs at local venues and campuses (2C4-04). In addition,

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

Center (VRC) (2A7-09). Staff for these programs are comprised of experienced professionals including both full and part-time counselors as well as classified and student support staff members.

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions on Standard II.C: Student Support Services

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

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

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

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

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

Evidence List Standard II.C

Standard II.C.1

2C1-01_CommStudIPR
2C1-02_AnRNIPR
2C1-03_CounselingNIPR
2C1-04_AIChatBot
2C1-05_OnlineOrientation
2C1-06_LACCDStudSurvey

Standard II.C.2

1A2-01_20212026SEMP
1B2-09_SSOAUOAssmnt
1B3-04_ISSProgReviewData

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

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

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

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

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

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

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

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

Standard III: Resources

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

A. Human Resources

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

Evidence of Meeting the Standard

Los Angeles Community College District (LACCD) has policies and procedures for establishing appropriate hiring criteria. The hiring processes for developing job descriptions, advertising positions, and determining candidate qualifications is the mutual responsibility of the District Human Resources Department, the LACCD Personnel Commission and LASC. The Human Resources Department (HRD) is responsible for the hiring process for all academic positions, including faculty and academic administrators (DIIIA1-01). LACCD adheres to hiring criteria adopted by the Board of Trustees (BOT) that are detailed in Human Resources Guides for the hiring of faculty and academic administrators (DIIIA1-02).

LASC administration works in collaboration with the District HRD on all faculty and academic administrator hiring processes from recruitment through selection. LASC adheres to LACCD established policies and procedures BP 7120 Recruitment and Hiring, BP 7270 Unclassified/Student Employees, AP 7210 Academic Employees, and AP 7211 Faculty Service Areas to ensure that the integrity of programs and services are preserved and best meet the needs of students and the institution as a whole. The College also collaborates with the District to determine the number of faculty required at each campus based on individual campus needs, hiring prioritization lists, retirements, Faculty Obligation Numbers and available funding. Each campus, through the participatory governance process, determines its hiring priorities and initiates hiring through the submission of a Notice of Intent to hire to District HRD. The College and HRD work collectively to develop appropriate job descriptions and recruitment plans. All permanent academic job postings are listed on the LACCD Employment website and the CCC Registry website for a minimum of 6 weeks (DIIIA1-03, DIIIA1-04, DIIIA1-05, DIIIA1-06, DIIIA1-07, DIIIA1-08, and DIIIA1-09, DIIIA1-10, DIIIA1-11). The District HRD also conducts regular recruitments for faculty adjunct pools. The pools must be considered for each adjunct vacancy consistent with HR Guide R-130 (DIIIA1-12). As with permanent faculty, each college follows this process to conduct screening of eligible adjuncts from the HRD established pools in order to ensure that the qualifications are aligned with the local programmatic need, and the college makes final selections for successful candidates.

LACCD utilizes a merit system through the Personnel Commission, which oversees the recruitment and testing process for classified personnel (DIIIA1-13). The Personnel Commission conducts regular reviews of employee classifications and updates job descriptions in collaboration with the hiring managers (DIIIA1-14). Minimum qualifications are set based on the merit system testing, selection, and eligibility process (DIIIA1-15). The Personnel Commission manages eligibility lists for each classification and conducts testing to establish new lists at regular intervals or when eligibility lists have been exhausted. Temporary classified positions are posted as needed by the Personnel Commission on a website for provisional assignments. Recruitment for classified positions post a minimum of three weeks as referenced in Personnel Commission Rule 615 (DIIIA1-16). When a classified position becomes vacant or a new position is needed, colleges may make a staffing request (DIIIA1-17). The college convenes a hiring committee to select and interview candidates from the list of eligible applicants. The District Office provides administrative oversight and support services to the colleges. For classified staff, the LACCD HRD works in collaboration with the Personnel Commission post-recruitment.

To ensure hiring procedures are consistently followed, the employment packet provided by the candidate selected for a position contains information that is verified by LACCD HRD and cleared for employment with LACCD. If the applicant attended a university outside of the U.S., equivalency of education level is verified prior to employment by district HRD.

Analysis and Evaluation
In compliance with LACCD board policies, administrative procedures, and Personnel Commission policies and procedures, LASC hires qualified personnel necessary to support its programs and services. LASC adheres to the LACCD processes to guide its internal screening and hiring processes. All processes and procedures are clearly documented in HR Guidelines, LACCD board policy and procedure, Personnel Commission policy and procedure, and on the public facing websites. All developed job descriptions are directly related to the college's mission, vision, and goals and accurately reflect the position duties, responsibilities, and authority. All LASC personnel meet the minimum qualifications for their position, have been thoroughly screened, interviewed in accordance with all EEO requirements, and the responsible hiring manager under the supervision of the college vice president performs all reference checks.

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

Evidence of Meeting the Standard
LACCD job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* (DIIIA2-01). Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes (DIIIA2-02).

LACCD ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that are in compliance with the EEO Plan District protocols (DIIIA1-03, DIIIA1-04, DIIIA1-05, DIIIA1-06, DIIIA1-07, DIIIA2-03). All applications are forwarded to the screening committee. The screening committees include discipline experts to review candidate qualifications and the process includes teaching demonstrations.

The Human Resources Department certifies all minimum qualifications have been met for Academic positions prior to the final offer of employment and may recommend an equivalency review through the District's Academic Senate (DIIIA2-04, DIIIA2-05, DIIIA2-06).

All faculty job postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (DIIIA2-07).

Analysis and Evaluation
The LACCD HR Department ensures that all applicants selected for hire meet the minimum qualifications for the position prior to the final offer of employment and that subject matter expertise is verified through a consistent review process. Job postings and descriptions include responsibility for curriculum and student learning outcomes assessment.

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

Evidence of Meeting the Standard
LACCD administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* (DIIIA2-01). Academic administrators include Presidents, Vice Chancellors, Vice Presidents overseeing academic areas, and Deans. Academic candidates apply through the LACCD Employment website and classified administrators through the Personnel Commission (DIIIA1-14). Candidates are required to provide credentials, transcripts, references, and letter of intent as part of the application process. The search committee conducts the initial evaluation of applicant minimum qualifications (DIIIA3-01). HR validates minimum qualifications before a formal employment offer is made for academic employees.

Analysis and Evaluation
LASC adheres to established LACCD policies, procedures, HR Guidelines, and state law to ensure that administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

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

Evidence of Meeting the Standard

LACCD ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to transmit official transcripts from their educational institution(s) to the HR Department to validate minimum qualifications (DIIIA4-01, DIIIA4-02).

Degrees from non-U.S. institutions are recognized if the transcripts provided have been evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) and are verified to be equivalent to U.S. degrees. The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements:

> *Degrees and credits must be from accredited institutions. Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service.*

Analysis and Evaluation

The District has procedures in place to verify the qualifications of applicants and newly hired personnel. These efforts include a process to ensure degrees from non-U.S. institutions are validated for equivalency.

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

Evidence of Meeting the Standard

Probationary tenure track faculty are evaluated in each of their first four years, and once every three years following the granting of tenure. Part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter. The Personnel Commission and Human Resources Department collaborate to administer the performance evaluation process and distribute the applicable performance evaluation forms for probationary and permanent classified employees in accordance with the provisions Personnel Commission rules.

LACCD employee evaluation procedures for faculty (full-time and adjunct), classified employees, and academic deans are outlined in their respective collective bargaining agreements (DIIIA5-01, DIIIA5-02, DIIIA5-03, DIIIA5-04, DIIIA5-05, DIIIA5-06, DIIIA5-07, DIIIA5-08 DIIIA5-09, DIIIA5-10, DIIIA5-11, DIIIA5-12, DIIIA5-13). Confidential employees and management employees are not represented by a bargaining unit and, as such, the process for each of these employee groups is outlined in BP 7150 (DIIIA5-14, DIIIA5-15, DIIIA5-16 DIIIA5-17).

All academic and/or service departments are responsible for ensuring their evaluations have been completed and uploaded into the Evaluation Alert System (EASy) which is housed in the LACCD

enterprise system (DIIIA5-18). Due to the COVID-19 pandemic, the District engaged in MOU's to delay evaluation periods for Spring 2020 through Spring 2021 (DIIIA5-19, DIIIA5-20, DIIIA5-21, DIIIA5-22, DIIIA5-23, DIIIA5-24). These efforts were made to ensure that evaluations would take into account the move to remote environments and changes to job functions. Los Angeles Southwest College works with the district to provide continuous training for individuals responsible for uploading evaluations into the EASy system. The College plans to complete all outstanding evaluations by the end of Spring 2023.

Analysis and Evaluation
All evaluations assess performance effectiveness and provide feedback that leads to improvement in job performance. Evaluations are conducted at regular intervals for each employee group based on stipulations in collective bargaining agreements, administrative procedures and Personnel Commission Rules. The policies and practices in place in the LACCD, along with the forms used for evaluations, result in effective measures of performance of the duties for all employees. The College plans to complete all outstanding evaluations by the end of Spring 2023

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

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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

Evidence of Meeting the Standard
LASC is guided by LACCD policies and state laws and regulations to establish and determine a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of LASC's educational programs and services to achieve its mission and purpose. LACCD adheres to California Code of Regulations Title 5, section 51025, requiring districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Student (FTES) (3A7-01). LACCD is in compliance with California Education Code section 84362 (d), the 50% law, which requires districts to have at least 50% of their expenses associated with the direct costs of instructing students in the classroom (3A7-02).

Annually, the state Chancellor's Office sets the Faculty Obligation Number (FON) for LACCD. Subsequently, the Human Resources Department ensures that the LACCD Chancellor's Cabinet sets individual college FON targets including LASC (3A7-03, 3A7-04). The FON attempts to address appropriate faculty staffing levels for the colleges as a whole based upon student enrollment. New faculty requests must first be requested during program review. LASC conducts a faculty prioritization process after lengthy discussion of each department's needs following each program review cycle through a participatory governance structure. This is done through an agreed

upon process among the AFT1521 Faculty Guild, the Academic Senate, and the College President. Based upon the FON allocation and result of the prioritization process, each college submits a Notice of Intent (NOI) and job description for each position it intends to fill (DIIIA7-01).

At LASC, the Academic Senate developed the Faculty Hiring Prioritization Process, conducted annually by the Faculty Hiring Prioritization Committee. In accordance with LACCD Board Rules 10301-10304, this process identifies and prioritizes new faculty positions while promoting fairness, equity, and in alignment with the mission of the college and LASC's strategic education master plan. The Faculty Hiring Prioritization Committee is co-chaired by the Academic Senate and Vice President of Academic Affairs. The committee meets in the fall semester of each year to develop and rank the faculty hiring prioritization list. This list is inserted into a formal memo to the College President with the recommended faculty hires for the upcoming academic year. Upon receipt of the recommendations, the College President is expected to respond within five working days. If any changes are made by the President to the faculty hiring prioritization list, the College President is required to respond in writing to notify the Faculty Hiring Prioritization Committee. Once the College President responds, the list is considered final (3A7-05, 3A7-06, 3A7-07). The new and replacement faculty positions to be filled are shared at a Chancellor's Cabinet meeting by all College Presidents to ensure that LACCD meets the required FON (3A7-08). The Chancellor approves all final recruitment authorizations to achieve the LACCD FON.

Analysis and Evaluation
LASC is in compliance with the "50% law" and the FON. LACCD and LASC have documented internal processes to ensure that the college maintains a sufficient number of qualified faculty, including full-time and adjunct faculty to fulfill faculty obligations. Faculty ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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

Evidence of Meeting the Standard
LASC supports part-time and adjunct faculty as outlined in BP 7160 Professional Development and AP 7160 Professional Development (3A8-01, 3A8-02). In compliance with Education Code and Title 5, LACCD and the AFT 1521 Faculty Guild have employment policies and practices that provide for orientation, oversight, evaluation, and professional development of part-time and adjunct faculty. Articles 13 (section C) and 19 of the AFT 1521 Faculty Guild collective bargaining agreement provide guidance to support the integration of part-time and adjunct faculty into campus life (3A8-03, DIIIA5-01). Per Article 19, part-time faculty are evaluated before the end of their second semester of employment and at least once every six semesters of employment thereafter.

LASC offers a number of opportunities for part-time faculty to become involved in the life of the campus. Part-time faculty are encouraged to participate in campus events, department meetings and events, governance through committees and recognized annually in college-wide recognition events. LASC Academic Senate encourages part-time faculty to serve as senate representatives

and on committees. LACCD and LASC opportunities for part-time faculty engagement include, but are not limited to:

- FLEX Workshops available through the Vision Resource Center (3A8-04).
- Invitation to Opening Day to receive updates on the college, learn about the priorities of the institution for the upcoming year, and hear from the college president and other leaders (3A8-05).
- Each campus provides adjunct faculty opportunities to participate in college student success activities, professional development, department meetings/conferences, participatory governance committees, town halls, and academic senate (3A8-06, 3A8-07).
- All LACCD faculty, including adjuncts, are required to complete two four-week, forty-hour courses to become certified to teach online: Introduction to Teaching with Canvas, a course that focuses on using the Canvas tools to create accessible and effective online course content, and Introduction to Online Teaching and Learning, a course that focuses on online course design, policy, and pedagogy. The District offers these courses every term, and all faculty can participate (3A8-08, 3A8-09).

In addition, LASC hosts an annual Employee Recognition Day to recognize classified professionals, student works, faculty, part-time faculty, and administrators across the campus for their leadership, dedication, and for going above and beyond. Individuals are nominated by their peers and Adjuncts of the Year are recognized annually (3A8-10). Adjunct and part-time faculty are also included in college-wide communications, townhalls, and activities hosted by the President's Office including the annual Halloween Costume Contest, Thanksgiving Potluck, LASC Holiday Party, Gingerbread House Decorating Competitions, and the annual Inglewood Dr. Martin Luther King, Jr. Parade (3A8-11, 3A8-12, 3A8-13, 3A8-14).

Analysis and Evaluation
In line with District policies and the Collective Bargaining Agreement, at LASC orientation, communications, and professional development activities are made available to all adjunct faculty and their participation is encouraged.

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

Evidence of Meeting the Standard
In accordance with BP and AP 7120 Recruitment and Hiring and BP 7230 Classified Employees, LASC has a clear process for hiring educational, technological, physical, and administrative staff (4B1-07, 4B1-10, 3A9-07). The determination of staffing sufficiency is a collaborative process within LASC and LACCD. Staffing projections and analysis are done at the campus-level and at the District-level for departments at the Educational Services Center (ESC). Regarding classified employees, the college, in collaboration with internal stakeholders, creates a prioritized list after a thorough analysis (following each program review cycle and in line with the collective bargaining agreements) (3A9-01, 3A9-02). As with faculty requests, the College President works in conjunction with the Vice President of Administrative Services to analyze the budget impact of the requests, including the long-term financial impact of adding new classified staff to ensure we

have sustainable financial resources. If approved, a Classified Staffing Request form is submitted from the college to the district and Personnel Commission when a new or replacement position is requested. This form includes a summary and rationale for the request when hiring classified employees (3A9-03).

In 2020 and 2021, LACCD offered a Supplemental Retirement Plan (SRP) to all employees. LASC experienced a significant number of retirements that allowed for a valuable restructuring process to support the college's strategic education master plan goals and fiscal recovery goals. To support the college in a participatory and collegial process for rebuilding the classified workforce, the college president formed the LASC Human Resources Presidential Taskforce (3A9-04). With the facilitation of a consultant, the Taskforce created the LASC Human Resources Restructuring Plan prioritizing positions for the college by division to support the strategic education master plan goals (3A9-05, 3A9-06). LASC is using the Human Resources Restructuring Plan as the guide for re-staffing the campus.

LASC utilizes a participatory governance structure when determining classified staffing needs that incorporates college planning and program review. In the update to the LASC Resource Allocation Handbook for FY 2022-2023, LASC developed a Classified Hiring Prioritization Subcommittee under the Budget Committee. Upon full implementation of the Human Resources Restructuring Plan, LASC will utilize the Classified Hiring Prioritization Subcommittee to annually prioritize the classified hiring requests that are presented in the program review (1B4-03 see pg. 13).

Analysis and Evaluation

LASC adheres to Board of Trustees and Personnel Commission policies and procedures to effectively support staffing needs. With the newly implemented Human Resources Restructuring Plan and Classified Hiring Prioritization Subcommittee the College has planning practices that provide the opportunity to evaluate staffing levels on a regular basis for support personnel.

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

Evidence of Meeting the Standard

LASC and LACCD have established processes to ensure adequate administrative staffing. Executive leadership positions are vetted through the Chancellor who establishes a separate hiring committee which includes various participatory governance groups in accordance with BP 7120 Recruitment and Hiring (4B1-07). Collective bargaining agreements include hiring information and processes for each respective bargaining unit (3A10-04). Academic employees must meet minimum qualifications in accordance with Title 5 CCR 53021 (3A10-05). Classified administrators are vetted through the Personnel Commission in order to meet eligibility requirements pursuant PC Rule 615 Examinations and 635 Eligibility Lists (DIIIA1-16, 3A10-06). The LACCD Budget Allocation Model stipulates the baseline funding for administrators (DIIIA10-01). This baseline shows the minimum number of academic and administrative personnel for a small, medium, and large college. The administrators are organized at the college level and determined by review and planning processes at the college. The Notice of Intent or Classified Staffing Request form is used to initiate recruitment depending upon the position is for either an academic or classified administrator (3A10-02, 3A10-03).

As stated in 3A9, LASC utilizes a participatory governance structure when determining administrative staffing needs that incorporate college planning and program review. In 2020 and 2021, LACCD offered a Supplemental Retirement Plan (SRP) to all employees. LASC experienced a significant number of retirements that allowed for a valuable restructuring process to support the college's strategic education master plan goals and fiscal recovery goals. To support the college in a participatory and collegial process for rebuilding the administrative workforce, the college president formed the LASC Human Resources Presidential Taskforce (3A9-04). With the facilitation of a consultant, the Taskforce created the LASC Human Resources Restructuring Plan prioritizing positions for the college by division to support the strategic education master plan goals (3A9-05, 3A9-06). LASC is using the Human Resources Restructuring Plan as the guide for re-staffing the campus.

Analysis and Evaluation
LACCD has policies in place to determine minimum administrator staffing levels. The College maintains a sufficient number of administrators to provide leadership and ensure services to support the institution's mission and purpose.

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

Evidence of Meeting the Standard
LACCD makes its personnel policies and procedures available on the LACCD website where they are easily accessible by campus constituencies, students, and the public. The College adheres to the written personnel policies and procedures stated in Chapter 7 Board Policies and Administrative Procedures along with any negotiated items in the collective bargaining agreements for faculty and the classified staff. Other important forms are posted and accessible as follows:

Item	Location
BP Chapter 7	On the LACCD BoardDocs Homepage, click on the Polices link (DIIIA11-01)
HR Protocols	Human Resources Website (DIIIA11-02)
Collective Bargaining Agreements	Human Resources Website (DIIIA11-03)
Employee Forms	Human Resources Website (DIIIA11-04)

Analysis and Evaluation
LASC adheres to the LACCD established and published written personnel policies and processes. Utilizing board policy, administrative procedure, collective bargaining agreements, HR Guides, and Personnel Commission rules, LASC ensures the fair, consistent, and equitable administration

of personnel policies and procedures. All policies and procedures are publicly accessible on the LACCD website.

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

Evidence of Meeting the Standard

One of LACCD's core values is "The Power of Diversity." Los Angeles Community College District has a reputation for teaching and for its highly qualified and capable faculty, staff, and administrators dedicated to the shared core values of: Access and Opportunity, Excellence & Innovation, Student Learning & Success, Free Inquiry, the Power of Diversity, Equity, Community Connection, Public Accountability, and Transparency (DIIIA12-01). A broad range of training is offered to support, encourage, and address issues of diversity and equity as relates to personnel and students. Faculty can access resources through the Vision Resource Center (DIIIA12-02). The LACCD EEO Equal Employment Opportunity (EEO) Plan demonstrates the commitment to equal employment opportunity and the creation of a working and academic environment which is welcoming to all (DIIIA2-03). The LACCD EEO Advisory Committee, chaired by the Director of the Office of Diversity, Equity, and Inclusion, reviews EEO and diversity efforts, programs, policies, and progress and makes recommendations, as needed, to the Chancellor (DIIIA12-03).

To support our commitment to diversity, the College administrator in charge of the hiring may request additional advertising to broaden and strengthen the candidate pool (DIIIA1-11). Recruitment for all academic positions is nationwide and recruitment for academic administrators utilizes sites such as HBCU Connect, Diverse-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool. The HR Department, in collaboration with the Office of Diversity, Equity and Inclusion (ODEI), ensures that all aspects of the screening and selection process are fair and equitable and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity. The District adheres to its Board approved EEO Plan which covers all academic hiring panels and processes. In accordance with the District's EEO Plan, all screening committee members must participate in EEO Hiring Committee Training every three (3) years. Each academic and/or classified hiring panel includes a non-voting EEO Representative selected by the college president (DIIIA12-04).

To institutionalize practices of equity and diversity, in the summer of 2020, LACCD established a "Framework for Racial Equity and Social Justice" that identifies LACCD action-step commitments, which include, but are not limited to, the creation of a districtwide race, equity and inclusion Human Resources Workgroup that is to address systemic barriers to the recruitment, hiring, and promotion of historically underrepresented and marginalized communities (DIIIA12-05). This provides the mechanism for all in the LACCD to assess, through its annual review processes, the effectiveness of the support provided to its community of staff and students

In response to the LACCD Framework for Racial Equity and Social Justice, LASC established the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Presidential Taskforce (4A1-08). This participatory taskforce was charged with developing recommendations to operationalize the equity framework to best meet the needs of the students, employees, and surrounding community (4A1-

09). Additionally, the college president invested resources to support the inclusion, diversity, equity, and anti-racism work of the institution through joining the USC Equity Alliance and engaging with A2MEND (4B1-17). The president facilitated sending participatory teams to be trained and then bring equity trainings to the campus community (4B1-19, 4B1-20).

In order to continue regular dialogue to support diversity and equity among its ranks, the Chancellor has established several advisory committees specific to its diverse community, such as: Chancellor's Advisory Committees on Black/African American Student Affairs; Chancellor's Advisory Committee on LGBTQIA+ Affairs; Chancellor's Advisory on Asian Pacific Islander Affairs; Chancellor's Advisory Committee on Mexican American, Central American, and Latino Affairs; Board Task Force on DACA/Immigration; Board Ad Hoc Committee on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation; and Board Ad-Hoc Committee for the Immediate Action on Black and African American Stakeholder Outcomes. These provide opportunities for faculty, staff, administrators, students, and the community to participate in discussing policies and procedures related to equity and diversity (DIIIA12-06, DIIIA12-07, DIIIA12-08, DIIIA12-09, DIIIA12-10).

Los Angeles Southwest College also ensures multiple educational events and opportunities on campus to promote inclusion, diversity, equity, and anti-racism through events celebrating Black History Month, Women's History Month, Hispanic Heritage Month, LGBTQIA+ Pride Month, and other events. This is done in partnership with the Associated Students Organization, Cultural Heritage and Arts Events and Advisory Collective (CHA), campus and surrounding community (4B6-28, 4B6-29, 4B6-30, 4B6-31, 4B6-32).

Analysis and Evaluation

LACCD professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. The core value of diversity is expressed in the District's commitment to hiring diverse faculty and staff and to assessing equity in hiring for all employee classifications. As charged, the EEO Advisory Committee reviews recruitment strategies and makes recommendations to LACCD Board of Trustee accordingly. The College adheres to policies and practices to create and maintain appropriate programs, practices, and services that support its diverse personnel.

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

Evidence of Meeting the Standard

One of LACCD's core values is public accountability and transparency. The LACCD has a number of board policies and administrative procedures that address written codes of professional ethics for all its personnel including BP 2710 and AP 2710 Conflict of Interest (3A13-01, 3A13-02). Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty. In addition to LACCD Board Policies (DIIIA13-01), the Personnel Commission has Laws & Rules covering all Classified employees (DIIIA13-02), and Education Code 87732 covers academic employees (DIIIA13-03), violation of which could lead to employee discipline.

Board Policy 7366, Unsolicited Written Derogatory Communication, allows any employee or members of the public a mechanism to criticize an employee's performance of duties or character (3A13-03). Allegations for violations of any of these policies are thoroughly investigated and can result in employee disciplinary progressive intervention. HR Guide HR E-001 describes the evaluation and processing of unsolicited derogatory communication (3A13-04). BP 6410 District Audit Charter establishes the Office of Internal Audit (OIA) which is an independent appraisal function. OIA investigates and reports matters of internal fraud, waste, or abuse to ensure efficiency and effective use of District public funds. OIA also manages the Whistleblower Hotline, and a Whistleblower Committee meets regularly to discuss matters of alleged ethical improprieties (3A13-05). In terms of hiring practices, the District has, and enforces, a strict nepotism policy and protocol (3A13-06).

With regard to faculty, the LACCD Board of Trustees recognizes the District Academic Senate as the academic integrity body and consults regularly with it on academic and professional matters common to the District. Each college has organized its own college Academic Senate for the purpose of faculty government and has established formal and effective procedures for participation as an advisory on setting policies on professional matters. Faculty determine obligations for professional ethics as defined in BP 4030 Academic Freedom, which details the District's commitment to Academic Freedom and the ability for each academic senate to create local protocols on academic freedom and professional ethics (3A13-07). Locally, the College's Academic Senate has adopted a Faculty Code of Ethics (3A13-08).

Analysis and Evaluation

LACCD has an approved ethics policy and procedure for all of its personnel under Board Policy 2715 Code of Ethics (DIIIA13-01) which details the consequences for violations of that policy. Anyone may submit an anonymous report to the District's Office of Internal Audit or the Whistleblower Hotline either by phone or by fax (3A13-09, 3A13-10). All reports of alleged misconduct are forwarded to HR to be investigated promptly.

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

Evidence of Meeting the Standard

LACCD's Core Values of Access & Opportunity and Excellence & Innovation recognize that the District's greatest resource is employees. To support employees, District and college divisions offer a multitude of trainings for faculty, classified staff, and administrators throughout the year (DIIIA12-02). The District has offered the following professional learning opportunities to support campus leaders:

- Hosting conferences and summits on the LACCD campus with specific themes tied to the priorities of the colleges and District Office (DIIIA14-01).
- Professional Development and Tuition Reimbursement funds are available under each of the union contracts (DIIIA14-02).
- *LACCD Deans Academy* and *Essentials of Supervision* designed to help classified and management employees prepare for leadership roles at every level of the organization

(DIIIA14-03), (DIIIA14-04), (DIIIA14-05), (DIIIA14-06), (DIIIA14-07).
- The Chancellor's President's Academy (DIIIA14-08), (DIIIA14-09).

Los Angeles Southwest College is deeply invested in the professional development of all its employees. LASC faculty are obligated to complete 33.5 hours of Flex time during the course of an academic year with adjunct faculty completing half their total annual hourly assignment as Flex time (3A14-01). Although there are no professional development contractual requirements for other constituencies, all employees are encouraged to participate in the numerous activities presented by the college. Weekly professional development updates are shared with employees via email and include detailed information about the upcoming events as well as professional articles for continued growth (3A14-02, 3A14-03, 3A14-04). The Professional Growth Committee (PGC), a standing committee of the Academic Senate, consists of four members: one academic administrator selected by the college president, at least one regular faculty member selected by the AFT Faculty Guild, and two regular faculty members selected by the Academic Senate (3A14-05). The PGC, with the addition of members from the various classified employee units, serve as the Professional Development Committee (PDC) at LASC. The PDC plans and supports professional development training at LASC, addressing topics related to pedagogy, technology, and learning needs, equity and social justice, and student services. A professional development plan guides the goals and work of the PDC (3A14-06).

Classified professionals and faculty assist in identifying professional development needs and in measuring the impact of activities on the improvement of teaching and learning and the overall goals of the college through mid-year and end-of-year evaluation surveys (3A14-07). The new Professional Development SharePoint Page includes links for suggestions from employees and presentation proposals (3A14-08). The PDC plans and hosts the official Flex Day activities, two full-days in the fall and one-day in the spring, for a total of 18 hours (3A14-09, 3A14-10). The PDC evaluates the training offered on official Flex days and reviews the responses of attendees in order to improve future trainings and better serve the needs of the College (3A14-11, 3A14-12).

For both full-time and part-time faculty, LACCD have established a Professional Conference and Tuition Reimbursement Fund, which is managed by the LASC Professional Growth Committee per Article 23 of the AFT 1521 Faculty Guild Collective Bargaining Agreement (3A14-05). Funds are awarded to faculty through an application process and are used to offset the cost of attendance at professional conferences, workshops, and seminars. Tuition reimbursements are also available to faculty to defray the cost of enrollment in credit courses at accredited colleges/universities or participation in workshops, institutes or other organized activities that are deemed eligible (3A14-13).

The College also invests heavily in professional development for the campus community including administrators, faculty, classified professionals, supervisors, and managers. In 2022, LASC was selected to participate in the Caring Campus Initiative (3A14-14, 3A14-15). Equity and anti-racism trainings have been offered to all constituencies including opportunities to attend A2MEND Trainings, the USC Equity Alliance Trainings, and online equity retreats (3A14-16). Additionally, training occurs as needed to meet the needs of the campus community (3A14-17, 3A14-18).

Analysis and Evaluation
LASC and LACCD provide robust professional development programs to support the professional and personal growth of the classified professionals, faculty, and administrators. These professional development opportunities are consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. LASC and LACCD systematically evaluate professional development programs and use the results of these evaluations as the basis for improvement.

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

Evidence of Meeting the Standard
LACCD ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate. The LACCD HR Department maintains the official personnel files of record. The HR Department stores files in a secure room with key access to which only designated HR employees may access.

The collective bargaining unit agreements for faculty and classified staff enable employees to review and access their personnel records and files with an HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR (DIIIA15-01).

Analysis and Evaluation
LACCD and LASC adhere to the collective bargaining agreement language and HR processes to maintain all personnel records in a secure room at the LACCD Offices, managed by the HR Department. Files are securely stored and accessible by a written request and appointment with HR.

Conclusions on Standard III.A: Human Resources
LASC and LACCD employ qualified classified professionals, faculty, and administrators who maintain the integrity of its programs and services in alignment with the institutional mission. Employment criteria, qualifications, processes, job announcements, and job descriptions align with the college mission in providing the highest level of service to students. LASC adheres to all policies, procedures, Personnel Commission rules, and collective bargaining agreements to ensure prescribed, ethical, and equitable hiring and evaluation processes to support the diverse personnel of the institution. Professional and personal development opportunities are provided to all LASC employees, and all employees are encouraged to invest in themselves to best serve the students and community. Personnel policies and procedures are clearly defined and easily accessible by internal and external stakeholders.

Evidence List Standard III.A

Standard III.A.1
DIIIA1-01_HROrgChartOps
DIIIA1-02_HRGR110toR400

DIIIA1-03_HRGuideR110
DIIIA1-04_HRGuideR121
DIIIA1-05_HRGuideR122
DIIIA1-06_HRGuideR124
DIIIA1-07_HRGuideR130
DIIIA1-08_BP7120
DIIIA1-09_BP7270
DIIIA1-10_CCCRegistry
DIIIA1-11_RecruitmentStrat
DIIIA1-12_HRGuideR130
DIIIA1-13_PCLawsRules
DIIIA1-14_PCClassSpec
DIIIA1-15_PCWebsite
DIIIA1-16_PCRule615
DIIIA1-17_C1121ClassStaff

Standard III.A.2
DIIIA1-03_HRGuideR110
DIIIA1-04_HRGuideR121
DIIIA1-05_HRGuideR122
DIIIA1-06_HRGuideR124
DIIIA1-07_HRGuideR130
DIIIA2-01_CCCCOMinQuals
DIIIA2-02_AcademicJobs
DIIIA2-03_EEOPlan
DIIIA2-04_Equivalency
DIIIA2-05_HRR130N
DIIIA2-06_APonEquivalency
DIIIA2-07_FacJobDesc

Standard III.A.3
DIIIA1-14_PCClassSpec
DIIIA2-01_CCCCOMinQuals
DIIIA3-01_EmployeeWebpage

Standard III.A.4
DIIIA4-01_BP7210
DIIIA4-02_ChXArticleIII

Standard III.A.5
DIIIA5-01_AFT1521CBAArt19
DIIIA5-02_AFT1521CBAArt42
DIIIA5-03_AFT1521ACBAArt16

DIIIA5-04_B&CTradesCBAArt15
DIIIA5-05_SEIU99Art12
DIIIA5-06_SEIU721Art11
DIIIA5-07_TeamstersArt8
DIIIA5-08_FacEvalFormACD
DIIIA5-09_FormPE_CT_PM
DIIIA5-10_FormPE_CR_Trades
DIIIA5-11_FormPE_CS_721
DIIIA5-12_SEIU99AppxC
DIIIA5-13_TeamFormEval
DIIIA5-14_BP7150
DIIIA5-15_PCRule702
DIIIA5-16_HRGuideE210
DIIIA5-17_HRGuideE215
DIIIA5-18_EASyRedacted
DIIIA5-19_AFT1521MOU2021
DIIIA5-20_AFT1521AMOU2020
DIIIA5-21_TradesMOU2020
DIIIA5-22_TeamstersMOU2020
DIIIA5-23_SEIU99MOU2020
DIIIA5-24_SEIU721MOU2020

Standard III.A.6—Discontinued by the Commission in 2018

Standard III.A.7
3A7-01_FTFacultyObCCCCO
3A7-02_CalEdCode84361
3A7-03_FON_Fall2021_Rpt
3A7-04_FON_Fall2021_Coll
3A7-05_FHPComm
3A7-06_FHPCRanking
3A7-07_FHPCResponse
3A7-08_ChanCabAgenda
DIIIA7-01_NoticeofIntent

Standard III.A.8
DIIIA5-01_AFT1521CBAArt19
3A8-01_BP7160
3A8-02_AP7160
3A8-03_Article13C
3A8-04_VRC
3A8-05_OpeningDayF21
3A8-06_FlexAct

3A8-07_ProDev
3A8-08_DE_training
3A8-09_DE_Cert
3A8-10_EmpRec
3A8-11_MLKParade
3A8-12_Thanksgiving
3A8-13_HolidayParty
3A8-14_Gingerbread

Standard III.A.9
1B4-03_ResourceAllocHdbk
4B1-07_BP7120
4B1-10_AP7120
3A9-01_AFT1521CBA17pg72
3A9-02_AFT1521CBA44pg191
3A9-03_C1121ClassSt
3A9-04_HRtaskforce
3A9-05_HRScopeWork
3A9-06_LASC_HRRestrPlan
3A9-07_BP7230

Standard III.A.10
DIIIA1-16_PCRule615
3A9-04_HRtaskforce
3A9-05_HRScopeWork
3A9-06_LASC_HRRestrPlan
4B1-07_BP7120
3A10-02_NOI_Acad
3A10-03_NOI_Class
3A10-04_UnionContracts
3A10-05_Title_5_CCR_53021
3A10-06_PCRule635
DIIIA10-01_UnresGenFund

Standard III.A.11
DIIIA11-01_Ch7BoardDocs
DIIIA11-02_HRGuides
DIIIA11-03_UnionContracts
DIIIA11-04_FacStaffForms

Standard III.A.12
DIIIA1-11_RecruitmentStrat
DIIIA2-03_EEOPlan

4A1-08_IDEATskfrcCharge
4A1-09_IDEATskfrcRecs
4B1-17_A2MENDAnnualConf
4B1-19_LdrshpTeamAtndList
4B1-20_PresOfficeRetreat
4B6-28_WHM
4B6-29_LGBTQPlus
4B6-30_StmntUnrestWashDC
4B6-31_ChristchurchMosque
4B6-32_PresMondayComm
DIIIA12-01_BP1200
DIIIA12-02_VRC
DIIIA12-03_EEOAdvCommRep
DIIIA12-04_TrainedEEOReps
DIIIA12-05_FrmwkRacialEqty
DIIIA12-06_LGBTQBlackFlyer
DIIIA12-07_LGBTQBlackAgenda
DIIIA12-08_MACALADACAFlyer
DIIIA12-09_MACALADACAgenda
DIIIA12-10_AdHocNonEngSpeak

Standard III.A.13
3A13-01_BP2710
3A13-02_AP2710
3A13-03_BP7366
3A13-04_HRGuide_E001
3A13-05_BP6410
3A13-06_B325_Nepotism
3A13-07_BP4030
3A13-08_FacultyEthics
3A13-09_LACCD_Whstleblwr
3A13-10_Whstleblwr_Hotline
DIIIA13-01_BP2715
DIIIA13-02_PCRule735
DIIIA13-03_EdCode87732

Standard III.A.14
DIIIA12-02_VRC
3A14-01_FlexGuidelines20
3A14-02_LASCMicrosoft
3A14-03_ClassifiedSumStretch
3A14-04_WeeklyPDUpdates
3A14-05_Article23A-D

3A14-06_2020-2023_PDPlan
3A14-07_PDsurveys20_21_22
3A14-08_PDSharePoint
3A14-09_Fall2021FlexDay
3A14-10_FLEXActivities
3A14-11_PDMinutesFeb21
3A14-12_PDMinutesSept20
3A14-13_TuitionConfReq
3A14-14_CaringLeadership
3A14-15_CultureCaring
3A14-16_EquityTraining
3A14-17_BudgetTraining041122
3A14-18_BudgetDevRec
DIIIA14-01_WomenEmpowerment
DIIIA14-02_ DUnionCBAArt
DIIIA14-03_ DeansAcadSample
DIIIA14-04_DeansAcadAgenda
DIIIA14-05_PresentDeans
DIIIA14-06_EssentialsinSupv
DIIIA14-07_EssentialsinSupSch
DIIIA14-08_PresAcademy
DIIIA14-09_PresAcadBrochure

Standard III.A.15
DAIII15-01_PersonnelFilesCBA

B. Physical Resources

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

Evidence of Meeting the Standard

The creation of safe and accessible facilities is the mutual responsibility of LASC and the District FP&D Department. To achieve these goals, FP&D supports colleges with facilities planning, capital improvements, higher cost deferred maintenance and establishing districtwide standards. FP&D ensures safe and accessible facilities by assisting colleges with designing and constructing California Field Act compliant buildings, facilities, and systems as specified by California's Division of State Architect (DSA) ultimately assuring code compliance with the California Building Code (CBC) and The Americans with Disabilities Act (ADA). In addition, the FP&D annually assesses space utilization and facilities conditions index (FCI) reports to ensure campus buildings, systems, and workspaces are in safe working order (DIIIB1-01). The College's Facilities Maintenance and Operations (FM&O) department implements facilities scheduled maintenance

using a building system and equipment database which is updated annually by FM&O staff (DIIIB1-02).

In addition to meeting the regulatory requirements established by the CBC and ADA with oversight from the DSA, the LACCD FP&D oversees capital improvement, major repairs and replacement projects that best support the educational mission of the colleges. Factors that lead to major capital investments include the need for retrofits, repairs, major renovations, new construction, and critical building safety features. The assessment of capital investment needs are a result of maintenance and operations inspections, periodic facilities conditions assessments, and long-range planning. To ensure operational efficiency, the District adopted a deferred maintenance program with a dedicated budget allocation to ensure physical resources are adequately maintained for the life of the asset (DIIIB1-03 see pgs. 6-8). Each College also has an ADA Title II Transition Plan that identifies the list of barriers and describes how barriers will be removed (DIIIB1-04).

Providing a healthful working and learning environment is a Districtwide priority. The FP&D endeavors to ensure clean and sufficiently maintained buildings and facilities by establishing and providing facilities standards and initiatives. The adoption and commitment to better align maintenance and operational goals with the APPA Leadership in Educational Facilities standards assures resources and planning efforts are driven by data and achievable service goals. Alignment with APPA standards offer flexible maintenance and operational staffing models based on the desired level of service and budget available specific to each college (DIIIB1-05).

The District's BuildLACCD Team has identified and funded barrier removal projects to ensure accessibility improvements identified in the ADA transition plan are completed. BuildLACCD verifies and ensures compliant work through a design review and field assessment process completed by an independent Certified Access Specialist (CASp) (DIIIB1-06). Long-range planning has resulted in $191 million of districtwide capital improvement bond funds dedicated solely to the safety and security of all college facilities and the Education Service Center. As an example, safety and security projects include door hardware upgrades, electronic access, and security cameras. Environmental design is a comprehensive design approach to improve safety by integrating barriers, landscaping and exterior lighting into existing college projects (DIIIB1-07).

LASC has maintained one campus location since its inception in 1967. LASC's Facilities Planning Committee makes recommendations for planning and construction and also guides the Facilities Master Plan process. LASC' Facilities Master Plan was updated and approved in 2022 in alignment with the Strategic Education Master Plan (SEMP) update in 2021 (3B1-01, 1A2-01). The updated LASC Facilities Master Plan prioritized five key goals in alignment with the SEMP goals: 1) Stewardship of resources; 2) Flexibility of space; 3) Welcoming and accessible campus; 4) Integration of the SEMP and physical master plan; and 5) Stimulating community partnerships.

Regarding safety, LASC is deeply committed to ensuring the safety and accessibility of the campus. As the safest college in the district, the LASC administration ensures that all required safety trainings are completed regularly, both the required FEMA trainings and additional ICS Incident trainings (3B1-02, 3B1-03, 3B1-04). LASC also has assigned building wardens and safety personnel in case of emergencies (3B1-05). The college utilizes emails, social media, the college website, and text communication to communicate safety concerns and ensure the health and

wellness of all students and employees (3B1-06, 3B1-07). In addition, the college has security cameras to support a safe and welcoming learning environment (3B1-08).

Analysis and Evaluation
LASC works collaboratively with the District Facilities Planning and Development Department (FP&D), BuildLACCD District Capital Improvement Program/Team (BuildLACCD), and LASC Maintenance and Operations Department (M&O) to ensure that LASC facilities are accessible, safe, secure, and provide a healthy working and learning environment. LASC's M&O Department and Facilities Planning Committee make recommendations to the Vice President of Administrative Services. College administration works closely with the District to follow preventative and deferred maintenance schedules. The college's Facilities Master Plan is reviewed annually and updated periodically to align with the college mission, vision, values, and Strategic Education Master Plan.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
LASC's Strategic Education Master Plan (SEMP) drives the planning of physical resources (1A2-01). LASC's mission, vision, values, programs and services, and overall college goals are defined in the SEMP that guide the development of the LASC Facilities Master Plan. With the update of LASC's SEMP in 2021, the college updated its Facilities Master Plan in 2022. The plan was guided by the LASC Facilities Planning Committee in partnership with the Build LACCD Team (3B1-01, 3B2-01). LASC regularly reviews and periodically updates Facilities Master Plan in response to changes to the SEMP. Consistent with the participatory governance, various college committees and individual constituents review and provide input into the Facilities Master plan update prior to submission to the Board of Trustees. LASC's FY 2022-2027 Facilities Master Plan update was approved by the LACCD Board of Trustees on June 1, 2022.

In order to ensure the effective use and continuing quality of physical resources, the District FP&D, LASC Vice President of Administrative Services, and LASC M&O Team work collaboratively to regularly evaluate facilities, equipment, and instructional equipment, and assess facilities and equipment plans, both near-term and long-term, based on these evaluations. In an effort to best support each College's mission, the District participates in a Facilities Condition Index (FCI) Assessment Review (3B2-02). The FCI assessment is completed periodically by external engineering and building professionals contracted and managed by the Foundation for California Community Colleges. The FCI is reviewed annually with consideration for deterioration based on the colleges' own assessments derived from the preventative maintenance inspections, documented failures and emergency repairs and completed or further deferred scheduled maintenance projects funded by through California Community College Chancellor's Office Physical Plan and Instructional Support Program (3B2-03). The District FP&D Department reviews the Colleges space utilization report in FUSION annually. The spaces include all instructional, office, and lab space (3B2-04). Campus work orders and service reports are reviewed to assess and prioritize improvement, repair and replacement projects (3B2-05).

The LACCD FP&D Department ensures that building projects and other capital investments are reviewed by the Board Facilities Planning Subcommittee for consistency and appropriateness across the District. The Chancellor and Vice Chancellor/Chief Facilities Executive have the responsibility for planning and administrative management of the District's capital outlay and construction program. Annually, the Chancellor updates the Five-Year Capital Outlay Plan (3B2-06). Over the past 20 years, the District has received four facilities bonds totaling nearly $10 billion to support the colleges' educational programs (3B2-07). This has resulted in 163 new buildings, 622 renovated or remodeled buildings, and 92 demolished buildings district-wide (3B2-08, 3B2-09). The demolition of aging buildings and replacement with new buildings decreases operating costs, increases safety and ensures that facilities space best meets the educational needs of students through capital investment support. At LASC, the college demolished the LL Building and replaced it with a new school of science in 2019 (3B2-10). The college is also currently constructing its Student Union to finally bring a cafeteria and dedicated student life space to the campus (3B2-11). The college utilizes town halls and recurring Building User Group (BUG) meetings to ensure participation and campus inclusion within the new construction process (3B2-12).

Analysis and Evaluation

Working collaboratively with the District, LASC continues to invest in its physical resources through participatory governance planning and updates to the Facilities Master Plan, aligned with the college's mission, vision, values, and strategic goals. The college and district are committed to constructing and maintaining facilities that ensure access, safety, security, and a healthful learning and working environment. The District utilizes the Division of State Architect process. This includes review and approval by the state Access Compliance and Fire Life Safety divisions ensuring accessibility for persons with disabilities and integration of fire resistive building materials, fire alarms, fire suppression equipment, safe occupant egress, and firefighting equipment access into projects. Through LASC's College planning processes, facilities are identified and forwarded for prioritization to advance programs and the college's overall mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District relies on a collaborative approach to assess the utilization of college facilities. FP&D supports college projects that are considered high cost (exceed $150,000), while colleges process lower cost (below $150,000) investments and prioritization of needs. College processes support the planning and design processes for short- and long-term strategic plans related to capital construction projects (DIIIB3-01). This supports college efforts to plan and evaluate improvements, repairs and replacements more effectively to maximize the deferred maintenance funding and operational services. The District also provides analyses of facilities through FCI and FUSION reports as noted above in 3B.1 (DIIIB1-01, DIIIB1-02). Each college also uses FUSION to update an inventory of facility space (DIIIB3-02).

At the local level, LASC administrators, classified professionals, and faculty engage in the Facilities Planning shared governance committee to continually plan and evaluate the colleges' physical resources. The Facilities Planning Committee uses data and information to evaluate the

effectiveness of physical resources supporting LASC's programs and services. The Committee meets regularly and provides dialogue and feedback on the effectiveness of LASC's physical resources, also providing updates on active construction projects (4A3-08).

Routine building equipment inspections are scheduled by the LASC M&O Department to meet requirements by regulatory agencies as well as to assure the effectiveness of physical resources. Inspections include building generators, elevators, fire alarm systems, backflow prevention devices, building code compliance, and identifying potential fire hazards. If repairs or updates are needed, the District's Deferred Maintenance Program is a dedicated funding commitment to better maintain existing facilities. Two percent (2%) of the District operating budget is set aside annually to address existing infrastructure, building and facilities repairs and maintenance. Deferred maintenance projects are prioritized by a set of criteria that include the severity of possible failure and impact on the educational mission of the college, the dollar amount of previous failures, the future of the system or component and the anticipated remaining life of the system or component and input of the college facilities teams (DIIIB3-03, DIIIB3-04). When necessary, the District engages various outside agencies to maintain the College's infrastructure, to ensure compliance, and to make emergency repairs requiring external expertise (DIIIB3-05, DIIIB3-06).

Analysis and Evaluation

In collaboration with the district, LASC utilizes multiple sources of data to monitor and maintain its facilities and equipment as well as to determine areas for improvement. The compilation of requests and needs identified by the LASC's M&O Department and Facilities Planning Committee are used to identify challenges and areas for improvement that have an impact on the learning and working environment. Resource development plans are derived from the data collected from each college and projects are funded through the State scheduled maintenance program, the local deferred maintenance program or if the project qualifies the project may be funded through the bond program.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

All long-range capital plans to support institutional improvements begin with LASC Strategic Education Master Plan and Facilities Master Plan (1A2-01, 3B1-01). These plans evaluate and recommend long-range development plans that are often bond funded. Additionally, the District submits a Five-Year Capital Outlay Plan to the California Community Colleges Chancellor's Office on an annual basis (3B4-01, 3B4-02, 3B4-03).

Total Cost of Ownership of new facilities and equipment is addressed by the LACCD in several ways. New facilities partially funded by the state require the District to identify all administrative, instructional, personnel, and maintenance costs resulting from the proposed project and are submitted to the state in the Final Project Proposal (FPP). The District's planning, construction, and maintenance activities are supported by several funds:

- Unrestricted General Fund for typical operational costs (3B4-04 see pg. 7)
- District Deferred Maintenance Fund (3B4-05)
- State funds for approved Capital Outlay or Scheduled Maintenance Projects (3B4-06)

- District Bond Funds (3B4-07)

Capital projects also include the demolition of facilities that are most effective to replace than maintain. This is driven by the Facilities Index which considers the age of the building in the TCO. In addition, some older spaces have gone through major renovations through capital investment to lower the annual costs to maintain the facilities and mitigate the cost of ownership at each college. All renovations or replacements are designed to ensure optimal longevity of capital assets and capacity of utilities and infrastructure.

The District has also placed limitations on expansion and growth to mitigate costs of ownership (3B4-08). Consideration for the construction of new facilities is generally considered as an alternative during the facilities master planning process where the long-term viability of a project is evaluated with the approved Board Resolutions to ensure buildings and facilities are not only sustainable, but also include expanded efforts towards the clean energy and decarbonization goal (3B4-09, 3B4-10).

While recent retirements and construction of new buildings at LASC has strained the current staffing levels to maintain these new facilities, the College is working through the HR Restructuring Plan to hire new staff and prioritize additional M&O personnel (3A9-06).

Analysis and Evaluation
LASC and LACCD align long-range capital project planning to institutional planning through LASC's strategic education master plan, facilities plan, and technology plan. When making decisions about facilities and equipment, LASC considers the total cost of ownership in order to remain fiscally sustainable while ensuring clean and healthy learning and working environments.

Conclusions on Standard III.B: Physical Resources
LASC assures safe, sufficient, and well-maintained physical resources to ensure a healthful learning environment for its students and working environment for its employees. Facilities are a major component of the college's governance structure, which provides constituencies to contribute to the planning, budgeting, and maintenance of the college's physical resources. Evaluation of physical resources is ongoing to assure continual support of LASC's programs and services.

Evidence List Standard III.B

Standard III.B.1
1A2-01_20212026SEMP
3B1-01_FacilitiesMP_2022-2027
3B1-02_FEMATraining
3B1-03_IncidentCmdSys
3B1-04_LASCRoster081319
3B1-05_ICSStaffing031320
3B1-06_TwitterCommSafety
3B1-07_COVID_LASCWebUpdate
3B1-08_AP3502

DIIIB1-01_FCIReport021122
DIIIB1-02_FUSIONProjList5yr
DIIIB1-03_LACCDDefMaintFund
DIIIB1-04_LACCD2021TransPlans
DIIIB1-05_MOStaffing2021-22
DIIIB1-06_CASp_Certs
DIIIB1-07_PhysicalSecurityProj

Standard III.B.2
1A2-01_20212026SEMP
3B1-01_FacilitiesMP_2022-2027
3B2-01_2022_LASC_FMPOC_Pres
3B2-02_Foundation Assess
3B2-03_Annual_FCI_Review
3B2-04_ProjectList5Yr
3B2-05_ReviewWorkOrders
3B2-06_2023-27_5YRConstPlan
3B2-07_BondApprovals
3B2-08_Bond-O-Project_Update
3B2-09_Bond-1-Project_Update
3B2-10_ScienceBldgTour
3B2-11_StudentUGrdBreak
3B2-12_LASC_SU_Minutes

Standard III.B.3
4A3-08_FPCMinutes
DIIIB1-01_FCIReport021122
DIIIB1-02_FUSIONProjList5yr
DIIIB3-01_FPDProjSMPDM
DIIIB3-02_2021-22_SpaceInventory
DIIIB3-03_DefMainCrit
DIIIB3-04_DefMaintProjects
DIIIB3-05_DuthieContract
DIIIB3-06_AquaServContract

Standard III.B.4
1A2-01_20212026SEMP
3A9-06_LASC_HRRestrPlan
3B1-01_FacilitiesMP_2022-2027
3B4-01_PPISFundMemo21
3B4-02_PPISAllocMemo21
3B4-03_LACCD5YrConstPln
3B4-04_FY2021_22GenFund

3B4-05_FY2021_22DefMaint
3B4-06_ReplReleasePlan
3B4-07_FY2021_22BondFunds
3B4-08_CapLoadAnalysis2021
3B4-09_CleanEnergySusRes
3B4-10_CleanEnergySusEffrt

C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

The Los Angeles Community College District (LACCD) ensures that technology services are appropriate and adequate to support the District and its nine colleges through a district-wide Office of Information Technology and a district-wide participatory governance committee, the Technology Policy and Planning Committee (TPPC). The TPPC is cochaired by the LACCD Vice-Chancellor/CIO and a District Academic Senate Designee and is comprised of representatives from these constituencies: faculty, distance education, administration, District Academic Senate, Faculty Guild, and Staff Guild (DIIIC1-01, DIIIC1-02). The TPPC addresses and makes recommendations on all district-wide planning and policy issues related to information, instructional, and student support technologies (DIIIC1–03, DIIIC1-04).

Extra focus has been given to the intersection and communication to the local College Technology Committees by including College Technology Committee representatives in the TPPC in addition to the constituency-based participation (DIIIC1-05). These representative members serve as an added bidirectional conduit of communication who bring the added college level direct feedback in the discussions and bidirectional feedback between the College Level participatory governance and the district level participatory governance.

A third party, Huron Consulting, performed an assessment of the IT environment in 2018. This review of the state of technology, as well as an in-depth analysis of organizational structure, staff, and overall process evaluation, identified a series of opportunities to improve existing processes and operational practices to align with best practices and industry standards, reduce operational risks, and enable better service delivery across the District (DIIIC1-06).

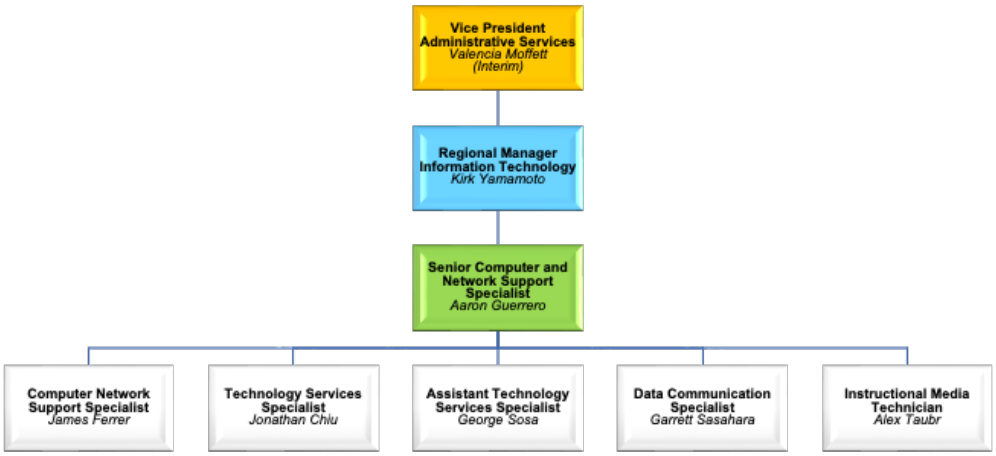
As a result, LACCD IT has undergone a significant reorganization to improve operations, foster collaboration, and most effectively structure and utilize distributed and centralized resources across the District. The Office of Information Technology is focused on the Shared-Services model for all district-wide technology needs (DIIIC1-07) and each of the nine Colleges has dedicated technology support staff to address college specific needs.

The mission of the Office of Information Technology (OIT) is to provide district-wide information technology services which support our educational community and foster the success of our

students (DIIIC1-08). To meet the mission, the Office of Information Technology provides support in the following areas: (1) College Information Technology; (2) Web Services, Student, and Scholarly Technologies; (3) Enterprise Resource Planning Applications/Administrative Applications; (4) Infrastructure Services; (5) Information Security; (6) Project & Portfolio Management; and (7) Technology Customer Service Delivery. (DIIIC1–09, DIIIC1-10).

Each of the Colleges has a dedicated support team led by a Regional Manager, College Technology Services to meet the needs of the local students, faculty, and staff. These teams provide customer computing services, on-demand desktop services and maintenance, onsite support and customer technology solutions and support for College departments, as well as managing audio visual and desktop technology needs for campus.

Los Angeles Southwest College Institutional Technology Organizational Chart:



OIT provides support for over 70 applications utilized district wide (DIIIC1-11). LACCD has undergone a major website redesign effort to modernize the 10 websites for the District with a student-centric design using a single content management platform (DIIIC1- 12).

OIT manages and maintains LACCD Wide Area Network (WAN), Local Area Network (LAN) and Wireless Networks, Physical Security Network, and related infrastructure for all nine College campuses, satellite campuses and the ESC (Educations Services Center). The LACCD LAN services the needs of over eight thousand LACCD employees across nine campuses and their satellite campuses, and the Educational Services Center (ESC). The Wide Area Network supports all campus-to-campus connectivity and access to the LACCD Enterprise Systems (SAP, SIS, Web Services) as well as all Internet Service Provider (ISP) services. Network Infrastructure Systems also provides LACCD with Firewall, Security and Network Access Services. OIT manages and provides network support for 25 wireless controllers, and over 2300 wireless access points, 1,500 network switches, 20 firewalls, and over 50,000 IP addresses (DIIIC1-13).

The LASC Technology Committee meets monthly to review and discuss technology planning and technology needs. Recommendations from the Technology Committee go to College Council for approval and recommendation to the College President (4A3-11, 4A3-12). In addition, the

Technology Committee develops a five-year Technology Master Plan for campus approval. The current TMP covers 2022-2027 (3C1-01, 3C1-02, 3C1-03).

Analysis and Evaluation
The District provides comprehensive technology services and resources to adequately support the institution's academic programs, student and campus life, as well as business operational functions. The technology resources are sufficient to maintain and sustain traditional teaching and learning and Distance Education/Continuing Education offerings. The District and College regularly reviews the effectiveness of technology resources and makes planning revisions as necessary to address needs.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
To ensure that College needs are met, and to provide adequate technology support for operations, programs and services, LACCD developed a multi-year district-wide Innovation and Technology Plan which was vetted by the Technology Policy and Planning Committee and approved by the Chancellor Rodriguez in 2022. The District Innovation and Technology Plan directly aligns to the District Strategic Plan Goals and outlines eight (8) IT strategic priorities that support the District and College missions, operations, programs, and services (DIIIC2-01).

Technology planning has been increasingly integrated into the overall planning process. The systematic process to evaluate and prioritize technology requests has further aligned college technology with the District Strategic Plan. A regular project review process has been instituted to ensure that new needs of the institution are being reviewed and prioritized and adjustments are made to appropriately respond to unexpected external factors (DIIIC2-02, DIIIC2-03).

The technology plan is operationalized through District-Wide IT initiatives/projects and college-specific efforts/projects. The districtwide IT initiatives are organized in a technology roadmap (DIIIC2-04). All IT project status updates are maintained on the OIT Projects Dashboard (DIIIC2-05).

The LACCD technology roadmap was revised due to the Covid-19 pandemic to include tools and technologies needed to operate remotely, such as video conferencing and cloud-based subscription services for teaching and learning. Subsequently, the technology roadmap has been further revised to incorporate telecommuting options and hybrid teaching.

As new buildings are constructed, the District uses a process to introduce new technology infrastructure and provide new equipment. At the college level, a Building User Group (BUG) meets with the construction management team and IT Regional Manager to determine the appropriate technology for each area and identify technology gaps. Significant investments in new technology and upgrades have greatly improved campus technology.

The District has established a process to review the technology equipment in all instructional spaces including classrooms, labs, and study rooms to ensure operational readiness. During the bi-annual assessment, the IT staff examine and test all existent equipment in each space and determine that the equipment is functional. Additionally, the report is provided to the College Program review to establish whether the equipment in place meets the current needs of each program (DIIIC2-06, DIIIC2-07, DIIIC2-08, DIIIC2-09, DIIIC2-10).

Analysis and Evaluation
The institution has established processes to ensure appropriate and sustainable infrastructure is maintained that provide an adequate environment for students, faculty, and staff. The institution uses feedback from end user constituencies through its participatory governance and program review processes used in the evaluation of existing technologies and informs the planning and prioritization process.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The District supports the colleges with instructional and academic applications that are used districtwide. In collaboration with the District Academic Senate's Online Education and Academic Technology Committee, the Office of Educational Programs and Institutional Effectiveness develops an annual list of needed programs for districtwide implementation. The Senate committee created criteria for districtwide purchasing and prioritization to assure that program needs are met. The District implemented these criteria and provided access to over 50 applications to support college programs and services (DIIIC3-01, DIIIC3-02).

The institution maintains an inventory of technology assets (DIIIC3-03) that is used in the maintenance and refresh process. The refresh cycle is based on the utilization needs and technology refresh standards (DIIIC3-04, DIIIC3-05). Back-up and disaster recovery capabilities have been put in place to ensure that key services are available to all teaching and learning locations and reliable access is provided to students, faculty, and staff. The Administrative Procedure is used in the event of a disaster affecting one or more Tier 1 (critical) information technology systems: District Enterprise Resource Planning System (Financial/HR) (SAP), District Student Information System (PeopleSoft) and District authentication systems that support SAP and Peoplesoft alongside the associated Disaster Recovery and Business Continuity Plans (DIIIC3-06, DIIIC3-07, DIIIC3-08).

The District 's Information Security Program assures technology resources at all campuses and offices are protected by focusing on four key goals: 1) assure our community is aware of cybersecurity threats and protections (DIIIC3-09), 2) implement modern security tools and services, 3) conduct consistent, robust security operations, and 4) assure District leadership is appropriately informed to manage risk. The program is reviewed regularly to assure it is aligned to the NIST Cybersecurity Framework, and to assure consideration of any new risks as the cybersecurity landscape changes. More information about the District's Information Security program is available in our Written Information Security Program (WISP) (DIIIC3-10, DIIIC3-

11). The Information Security team conducts routine security operational activities to assure adequate security is consistently applied to our systems (DIIIC3-12). The District has developed Information Technology Security Protocols in place to guide the users in the operationalization of the Board Policy and Administrative Procedures (DIIIC3-13, DIIIC3-14, DIIIC3-15, DIIIC3-16, DIIIC3-17, DIIIC3-18, DIIIC3-19, DIIIC3-20, DIIIC3-21, DIIIC3-22, DIIIC3-23, DIIIC3-24, DIIIC3-25).

Analysis and Evaluation
The District assures that appropriate technological resources are available at each location in support of the programmatic needs. Adequate support resources are available to maintain operations at all locations. The institution allocates appropriate resources for the management, maintenance, and refresh of technology ecosystem to maintain a reliable, safe, and secure environment.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Technology training for LASC employees is available throughout the year. A variety of technology workshops for a range of application software are offered through our Professional Development Committee. The Professional Development coordinator sends weekly PD Updates to the campus regarding upcoming training opportunities (2A7-08). In addition, the California Community Colleges Chancellor's Office has various technology training courses available through the Vision Resource Center which all employees can access through the District's SIS portal.

LACCD faculty are required to complete two four-week, 40-hour courses to become certified to teach online; as of February 2022, LACCD has 4,275 DE certified faculty (DIIIC4-01). In addition to the two DE-certification courses, the LACCD has offered the following online teaching courses for all LACCD faculty: Humanizing Online Learning, Equity and Culturally Responsive Online Teaching, Advanced Equity in Online Teaching, Creating Accessible Digital Content, Advanced Teaching with Canvas, and Introduction to Synchronous Teaching in Zoom.

The IT Department webpage offers direct links to informational resources providing guidance in the use of technology systems (DIIIC4-02). These resources are updated routinely to keep current with changes in the technologies implemented.

At Los Angeles Southwest College students have a variety of opportunities to receive training in technology. The Library regularly schedules technology workshops for students in addition to research and citation workshops and offers technology assistance in computer labs. The LASC noncredit program offers free classes and Certificates of Completion in computer literacy and other application software (2B1-11, 3C4-01). The Technology Committee also distributes surveys to students and faculty to ascertain instructional technology needs (3C4-02, 3C4-03) as well as technology needs can be identified through program review (2B3-01).

Analysis and Evaluation
Los Angeles Southwest College provides opportunities for training faculty, staff, students, and administrators on computing and computer applications. Employees can receive training through the staff development center and students can receive training in the library open labs or through noncredit programs offered online and in person. Trainings are evaluated and adjusted as needed.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
The District and its nine colleges work in collaboration to develop district standards to assure reliable access to infrastructure (data centers, network cabling, MDF-BDF-IDF, network equipment, storage design, telecommunications design and equipment), Audio/Visual technology, and individual computing. The standards are regularly reviewed and updated to meet institutional needs and stay up to date with new technology developments (DIIIC5-01). All technology implementations must be aligned with the LACCD Standards, Legal requirements, and IT recommendations.

LACCD has developed several Infrastructure Standards (DIIIC5-02, DIIIC5-03, DIIIC5-04, DIIIC5-05, DIIIC5-06, DIIIC5-07, DIIIC5-08); End User Computing Standards (DIIIC5-09), and Instructional Classroom Audio-Visual Standards (DIIIC5-10). These standards are used across the district in all new College and district-wide investments as well as all Bond Measure J and Measure CC related technology projects (DIIIC5-11, DIIIC5-12, DIIIC5-13). The District has a Board Policy in place regulating the appropriate and acceptable use of technology resources and helps maintain a secure computing environment (DIIIC5-14).

The policies and administrative procedures are regularly reviewed for relevance and updates are made to meet compliance requirements as well as additional industry standards and best practices.

Analysis and Evaluation
The District has established policies and administrative procedures to outline the appropriate use of technology resources and put in place appropriate operational protocols to assist users to make adequate use of technology, maintain adequate privacy and security of data as appropriate.

Conclusions on Standard III.C: Technology Resources
LACCD centralized information technology services several years ago and implemented a shared services model. This system assures that technology needs are met through providing services in a district-wide fashion and at the campus level. The support, hardware and software provide the services, equipment, and technology need of the College. Plans are in place for district-wide technology replacement through the LACCD Office of Information Technology. LASC makes training available to faculty and staff through Professional Development. Students can receive training free through non-credit courses, Certificates of Completion, and Library workshops. The Library also offers students technology assistance in its computer labs. LACCD and LASC maintain reliable, secure, and safe technology at all locations.

Evidence List Standard III.C

Standard III.C.1
4A3-11_TPCOpAgrmt
4A3-12_TechCommMinutes
3C1-01_TechMstrPlan
3C1-02_SenateMinutes051022
3C1-03_CCMinutesMay2022
DIIIC1-01_TPPCCharter
DIIIC1-02_TPPByLaws
DIIIC1-03_TPPCSched20-21
DIIIC1-04_TPPCAgndaMins
DIIIC1-05_TPPCMembership
DIIIC1-06_HuronITAssess
DIIIC1-07_OITSharedSvcs
DIIIC1-08_OITMissionStmnt
DIIIC1-09_OITSvcModel
DIIIC1-10_OITOrgChart
DIIIC1-11_DWAppList
DIIIC1-12_DWWebPlatform
DIIIC1-13_NetworkInfraSum

Standard III.C.2
DIIIC2-01_LACCDTechPlan2126
DIIIC2-02_ITProjReqest
DIIIC2-03_OITProjReqForm
DIIIC2-04_LACCDITRoadmap
DIIIC2-05_OITProjDashboard
DIIIC2-06_LACCDInstrSpace
DIIIC2-07_InstrSpacesTech
DIIIC2-08_InstrSpcTechRead
DIIIC2-09_LACCDInstrTechInv
DIIIC2-10_LACCDTechRefresh

Standard III.C.3
DIIIC3-01_CriteriaDWInsTech
DIIIC3-02_InstAppList
DIIIC3-03_TechAssetsInven
DIIIC3-04_TechRefreshStan
DIIIC3-05_TechMaintRefresh
DIIIC3-06_AP_3724
DIIIC3-07_SISDisasRecovPlan
DIIIC3-08_SAPDisasRecovPlan

DIIIC3-09_SecAwareNotificat
DIIIC3-10_InfoSecStrategy
DIIIC3-11_OpProtocolInfoSec
DIIIC3-12_InfoSecCalendar22
DIIIC3-13_InfosecEvalContr
DIIIC3-14_PrivilegedAccess
DIIIC3-15_ServerCertProcess
DIIIC3-16_CompNetworkUse
DIIIC3-17_IncidentMgmt
DIIIC3-18_IncidentResponse
DIIIC3-19_RecurringOpTasks
DIIIC3-20_SP_PII_SecConf
DIIIC3-21_SecOpsKiteworks
DIIIC3-22_PCI_ASV_Scan
DIIIC3-23_PreProdServerVuln
DIIIC3-24_QtrlyVulnerability
DIIIC3-25_SpirionSecScan

Standard III.C.4
2A7-08_PDWeeklyUpdates
2B1-11_LibraryWorkshops
2B3-01_NIPRLibrary
3C4-01_CompLiteracy
3C4-02_StuTechSurvey
3C4-03_AcadTechSurvey
DIIIC4-01_FacApprvOnline
DIIIC4-02_FacStaffTechRes

Standard III.C.5
DIIIC5-01_OITStandardsDev
DIIIC5-02_DesignMPOE
DIIIC5-03_FiberCabling
DIIIC5-04_CampusNetwkDesign
DIIIC5-05_RoomSizeStandards
DIIIC5-06_NtwkInfraHardware
DIIIC5-07_VOIPUnifiedCom
DIIIC5-08_StorageBackupSys
DIIIC5-09_EndUser
DIIIC5-10_AudioVisual
DIIIC5-11_MeasureJTech
DIIIC5-12_MeasureCCTech
DIIIC5-13_BondProjDash
DIIIC5-14_BP3720

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

The Los Angeles Community College District receives state apportionment funding based primarily upon full-time equivalent student (FTES) enrollments. Those funds are allocated to LACCD colleges through the Board adopted District Allocation Model (DIIID1-01). The allocation model aligns with the State's Student-Centered Funding Formula (SCFF) in support of student access, equity and success. The model provides for centralized resources to be covered through an assessment of the Base funding of each college, which draws only from the enrollment (FTES) funding provided to colleges. Centralized funding is proportional to college FTES production, ensuring equity in assessment for large and small colleges. Colleges retain full funding in the supplemental and student success portions of the allocation in order to prioritize these functions within the colleges. The District has governance processes to ensure that college resources are sufficient to maintain effective learning environments with the Executive Committee of the District Budget Committee (ECDBC) having representation from small and large colleges and the District Budget Committee (DBC) including representatives from all colleges. The Budget Allocation Model was developed through the ECDBC (DIIID1-02) and with the DBC approving the final model (DIIID1-03). The District has Administrative Procedures on reserves (DIIID1-04) that provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability and the District has recently maintained an ending balance ranging from 17% to 21% over the last 5 years.

The District has also developed special funding at the District-level to support educational priorities Districtwide. This funding includes $2.5 million to support Districtwide Racial Equity and Social Justice efforts (DIIID1-05, DIIID1-06). Additionally, the District has operated the LA College Promise program through centralized use of AB 19 funds (DIIID1-07). This program ensures all colleges have sufficient funding and support to operate a two-year tuition free student success program.

LASC uses its Strategic Education Master Plan (SEMP), Comprehensive Work Plan, and program review to prioritize and allocate funds to support student learning programs, improvements, and innovations (1A2-01, 4A1-06, 1A3-04). All programs that are non-categorial and non-grant funded have a budget in the unrestricted general fund. Administrative services prepares a monthly budget update for the unrestricted general fund to document the College operates within its available budget (3D1-01) and to review our projections quarterly with the District (3D1-02).

Analysis and Evaluation
The District and College financial resources are sufficient to support the colleges and their programs and services. The District's reserve policy ensures that financial resources are stable and provides the District latitude to make strategic adjustments over time in response to declines in available resources. The process for allocations to the colleges is developed to support college operations and incentivize work towards equity and student success. LASC has established budget to support its programs and services and has a process in place for programs and services to request additional funds for improvement and innovation.

2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard
The development of the District Annual Budget utilizes both top down and bottom-up processes to create effective resource planning supportive of institutional goals. The District provides the projected revenues (DIIID2-01) for the overall District budget and provides college budgets based on the Budget Allocation Model, budget carry overs, reserves and other fiscal projections (DIIID2-02). Based on the budget development calendar (DIIID2-03), the colleges and the Educational Services Center (ESC-District) develop local budgets based on college educational master plans and assessment of need. The colleges are provided with parameters for budget development through BP 6200 (DIIID2-04). The 2021-2022 budget indicates that, "The final budget also includes information submitted by each of the Colleges and the Educational Services Center. Each College, through its participatory governance process, sets its own local budget priorities to meet its institutional goals and objectives, and is responsible for balancing its annual budget" (DIIID2-05). At LASC integration of the program review process with planning and resource allocation is established in the College's Resource Allocation Handbook (1B4-03).

Once college and ESC budgets are completed, the District uses its existing governance structure to exchange information and seek recommendations. The Annual Budget is presented to the District Budget Committee for feedback each year during the development process (DIIID2-02 DBAgenda81121). The draft is then provided to the Board's Budget and Finance Committee for additional feedback at the policy level prior to presentation to the full Board for approval (DIIID2-06). This ensures that budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations. Consistent with BP 6200 (DIIID2-04), the annual budget serves as the official document through which the District expresses its educational plans in terms of prioritized and planned expenditures. This final document is presented and approved by the Board in a regular meeting (DIIID2-07).

Analysis and Evaluation
The District has policies and procedures in place to guide budget development process and ensure that the District and College missions and core planning documents drive the process of resource allocation.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The District has a regular budget development process governed by BP 6200 (DIIID2-04). The Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process (DIIID3-01). The District budget calendar is updated and approved by the Board annually (DIIID3-02), and budget procedures are revised regularly to comply with federal, state, and local laws (DIIID2-03). Based on recent District governance surveys, a majority of constituents reported knowing where to find information on decisions made and that information was reflective of discussions leading to these decisions (DIIID3-03). The calendar and budget process are provided to the college to develop their local budgets utilizing the guidance and within their unique governance and planning process.

LASC's Budget Committee meets monthly with representation from all College constituent groups, whose charge is to make recommendations on College budget development available resources, and processes (4B5-06).

Analysis and Evaluation

The District and Colleges have processes for financial planning and budget development that are widely known and understood by constituents. The District ensures input from its constituents through its District Budget Committee. LASC ensures input from its constituents through its Budget Committee. Information is distributed widely through these two Committees.

Fiscal Responsibility and Stability

4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

Financial planning is a mutual responsibility of the District and its colleges. The District provides regular forecasts of revenues, expenditures and reserves at the District-level (DIIID4-01). These efforts are integrated into the governance structure with the District Budget Committee conducting regular reviews of past expenditure patterns at the college and District-level (DIIID4-02, DIIID4-03, DIIID4-04). The Budget and Management Analysis Unit provides recommendations for budget development and policies to ensure cost control at the college level (DIIID4-05, DIIID4-06). The District Budget Committee also provides recommendations, which have included the revision of college debt policies that ensure accountability in the budget development process (DIIID4-07, DIIID4-08). As part of the debt policy, colleges showing a budget deficit must provide a corrective action plan, which is reviewed by a Fiscal Intervention Team that provides recommendations for improvement (DIIID4-09).

The District also provides the Board Budget and Finance Committee with five-year forecasts of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-10). These presentations also include future revenue projections based on enrollment declines and other elements of the SCFF (DIIID4-11). The District meets quarterly with each college to review budgets and expenditures, as well as all SCFF elements (DIIID4-12, DIIID4-

13). These meetings ensure that there is an ongoing review of financial resources and that the planning and operationalizing of budgets is based on a realistic assessment of available resources and financial needs.

The District has an established system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (DIIIA1-17, DIIID4-14). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and to the CFO for approval prior to the position being forwarded to the Chancellor for final approval (DIIID4-15). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

Analysis and Evaluation
Accurate and detailed information is provided at the District and College levels regarding ongoing and anticipated financial commitments. This provides realistic expectations of fiscal resources that have been available in the past, are currently available, and are expected in the future to support institutional plans and goals.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard
The District and its colleges have well-established and appropriate control mechanisms. The District widely disseminates dependable and timely information for sound financial decision-making. These controls begin with a consistent and transparent model for developing college and district budgets. Funds from the state are allocated to the colleges according to Budget Allocation Model (DIIID1-01). The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources (DIIID4-05, DIIID4-11). The District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District office staff (DIIID2-03). The budget development calendar is evaluated and updated annually and reflects appropriate oversight, planning and communication through districtwide governance processes. Through this calendar, the District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information (DIIID5-01, DIIID5-02). Information on resource allocation and financial management is also routinely provided to the BFC and DBC to ensure appropriate checks and balances (DIIID5-03, DIIID5-04). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures during the budget development process (DIIID5-05, DIIID5-06).

Following the development of the budget, the Office of the CFO team is responsible for ensuring that accounting information is accurate, reliable, and in accordance with appropriate policies (DIIID5-07). Expenditure transactions are reviewed for accuracy and appropriateness and system checks are in place to ensure that there are sufficient funds in the budget to allow for the

expenditure (DIIID5-08, DIIID5-09). In addition, the accounting team reviews postings to the general ledger, and makes any necessary corrections using journal entries that are approved by an accounting manager (DIIID5-10). The Vice Chancellor Chief Financial Officer/Treasurer (CFO) also generates regular reports and provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the District Budget Committee. These reports are widely disseminated and inform sound financial decision-making at the District and colleges (DIIID5-11, DIIID5-12).

The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources (DIIID5-13). The Board established and regularly updates board policies which address financial management and internal control structures (DIIID5-14). The recent policy review has aligned District policies with the Community College League model policies.

All contractual agreements made are consistent with BP and AP 6340 (DIIID5-15), which requires all contractual agreements to comply with the Public Contract Code and be approved or ratified by the Board of Trustees in order to be enforceable. Additionally, BP and AP 6330 Purchasing (DIIID5-16) delegates authority to the Chancellor to enter into contracts in the best interest of the District. Contractual agreements with external entities for services exist to directly support the mission and goals, as well as for services that directly support effective operations.

Board Policy 6410 (DIIID5-17) establishes the Internal Audit Unit to ensure compliance with board policy and applicable government regulations. To ensure the District's internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis. (DIIID5-18, DIIID5-19).

Analysis and Evaluation

The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Vice Chancellor, Chief Financial Officer/Treasurer, and Colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District Office of Budget and Management Analysis develops districtwide revenue projections and is also charged with the management of District resources. The District follows a set budget development calendar (DIIID2-03), which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated

annually (DIIID6-01 see pg. 12). The District also disseminates and trains employees to use its "Budget Operational Plan Instructions" manual to reinforce internal control procedures (DIIID3-01, DIIID5-06). The annual budget is presented to the District Budget Committee (DIIID6-02), the Board Budget and Finance Committee (DIIID6-03), and to the full Board for approval (DIIID6-04 see pg. 9). The budgets are presented with effective analysis and context to ensure that all constituency groups deem the budgets developed credible and accurate.

The District's independent audit reports serve to confirm that the financial information system is accurate and reliable. The independent audit consists of testing of internal controls and compliance with Board Policies and state and federal regulations. The District received an unmodified external audit, with no identified material weaknesses, for 2019-2020 (DIIID6-05). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years. To ensure the financial integrity of the District and the responsible use of its financial resources, District and College financial staff review best practices with both internal and external auditors and create corrective action plans to revise procedures to strengthen internal controls (DIIID6-06, DIIID6-07, DIIID6-08, DIIID6-09).

To ensure transparency to its constituents, LASC provides its detailed budget annually to its Budget Committee members (3D6-01, 3D6-02). Additionally, the College holds regularly a Budget and Enrollment Summit to promote long-term fiscal sustainability (1A2-03) and provides monthly updates on the College's fiscal recovery plan and budgeting processes through the College's Comprehensive Work Plan (4A1-06).

Analysis and Evaluation
The allocation of funds follows an approved process that is transparent to the Board, the District and the Colleges. It allows colleges to achieve stated goals and accurately reflects organizational spending. Thirty years of unqualified and unmodified audits demonstrates a high level of integrity in financial practices across the District. College Foundations submit annual audits to the CFOs office.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC) (DIIID7-01), Board of Trustees (DIIID7-02 see pg. 7) and the CFO. The results are used to evaluate and improve the District's financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis to ensure any findings are addressed in a timely manner (DIIID6-09). External auditors review progress of corrective actions annually (DIIID7-03 see pg. 148).

Analysis and Evaluation
LACCD budget information, financial conditions, and audit results are provided at a public meeting to the Board of Trustees Budget and Finance Committee. LASC provides its Budget Committee with budget information and fiscal conditions at its monthly meetings (3D6-01).

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness (DIIID8-01). Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency (DIIID6-09). Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Vice Chancellor Chief Financial Officer/Treasurer (DIIID6-09).

In addition, the District Internal Audit Unit conducts reviews of processes for efficiency and effectiveness. The Internal Audit Unit provides a schedule of evaluations annually to the Board that includes several areas to undergo audit (DIIID8-02). Highlights of the audits conducted in the last five years include the evaluation of Payroll, Child Development Centers, and the purchase card program (Cal Card) for process efficiency. These evaluations have resulted in recommendations for improvement and corrective actions (DIIID6-06, DIIID6-07, DIIID6-08). This process ensures a continued process of review and quality improvement. The Internal Audit Unit also investigates the areas reported through the whistle blower hotline and annually allocates hours to conduct these evaluations.

Analysis and Evaluation

Annual evaluations of the effectiveness of internal controls are conducted to identify any deficiencies and take steps necessary to improve areas of weakness noted. Past financial plans are evaluated annually in preparation for the budget for the coming year. The past 30 years of audits resulted in all unqualified and unmodified outcomes demonstrating sound financial practices. Internal controls are evaluated and reviewed annually.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

LACCD Administrative Procedure on Reserves, AP 6305 (DIIID9-01) provides for the District to maintain a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the districtwide account level. Such reserves are established to ensure the District's financial stability, to meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year. The District also maintains a Deferred Maintenance fund, setting aside two percent (2.0%) of total unrestricted general fund revenue. The District has recently maintained a STRS/PERS Designated Reserve to support the increases in retirement contributions to PERS and STRS. Combined, the district has maintained an ending balance ranging from 17% to 21% over the last 5 years (DIIID9-02, DIIID9-03, DIIID9-04).

To monitor cash flow, the District conducts regular reviews of cash-flow (DIIID9-05). The fiscal stability of the District has also been reviewed by credit rating agencies, which resulted in an AAA rating by Moody's and AA+ by Standard & Poor's (DIIID9-06, DIIID9-07). These credit ratings serve as evidence of fiscal stability as reviewed by external entities and through standardized assessments of District fiscal and business processes. The District has established accountability at the College level through its Debt Policy (Policy) to ensure that all Colleges and the ESC are operating within its budget. If a College spends beyond its allocated budget, the District conducts detailed reviews to ensure appropriate measures are undertaken to support continued fiscal stability (DIIID9-08).

The District procures a variety of insurance coverage types to protect the District from bodily injury and property damage exposures arising from District operations, student activities, and contractual obligations. Coverage types include, but are not limited to, property, general liability, workers' compensation, field trip and student accident insurance. The District is self-insured for up to a maximum of $1M for each general liability claim and workers' compensation claim. The District maintains reserves in excess of $40M for general liability and worker's compensation coverage. For FY 2020-2021 the District made total premium payments of approximately $4.95 million. (DIIID9-09 see pg. 52).

Coverage types, limits, and deductibles are regularly evaluated, and insurance is procured to a level that meets or exceeds the financial, statutory, and contractual insurance obligations of the District as outlined by the Education Code, Labor Code, Government Code and all other applicable laws and statutes (DIIID9-10). The self-insured general liability and workers' compensation outstanding liabilities are evaluated annually by an independent actuary who provides assurance to the District that self-insurance funding levels meet or exceed GASB guidelines.

The District's broker obtains competitive quotes from insurance carriers with an A-VII and above rating as determined by A.M. Best Company. This process ensures that carriers possess the financial stability and solvency to meet their obligations, and that the best combination of cost and coverage is afforded to the District. The coverage is placed pursuant to Board Policy 6540 (DIIID9-11). Funding is through Districtwide accounts.

A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's office to formally allocate those funds. (DIIID9-12).

Analysis and Evaluation

The District carries several types of reserves totaling between 17% and 21% in any given year for the past five years. These reserves are sufficient to cover needs for emergencies and provide adequate cash flow for all operations. The District is self-insured for up to $1 million and has procured adequate types of insurance coverage required by regulatory agencies.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The District practices effective oversight and management of all financial resources through centralized and college-based reviews. The following Policies and Procedures lay the foundation for fiscal oversight: BP 6200 Budget Preparation (DIIID2-04); BP 6250 Budget Management (DIIID10-01); BP 6300 Fiscal Management (DIIID5-07); BP 6400 Financial Audits (DIIID10-02); BP 6410 District Audit Charter (DIIID5-17). Collectively, these policies and procedures ensure that financial activities are based on standard practice, within state compliance, and procedures provided by the California Community Colleges Chancellor's Office. Compliance audits test various state reporting requirements and ensure that the District is reporting information to the state accurately. The District has not had any compliance findings in the last several years.

BP 5130 (DIIID10-03) and AP 5130 Financial Aid (DIIID10-04) guide the policies and procedures regarding financial aid. The District has a Central Financial Aid Unit that oversees the financial aid program and ensures compliance with all applicable rules and regulations. The Central Financial Aid Unit works collectively with the Colleges to respond to federal program reviews of Federal Financial Aid and the distribution of Federal and State Aid is audited annually as part of the District's annual audit (DIIID10-05).

BP 3280 Grants (DIIID10-06) dictates that grant expenditures are managed in a way ensuring that costs charged to the grant are proper and allowed. The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations (DIIID10-07). All grant and externally funded programs also have a dedicated accountant assigned to provide fiscal monitoring and oversight (DIIID10-08). This staff work closely with grant and categorical program managers to provide assistance with the financial review and reporting for each program.

The District operates the Foundation for the Los Angeles Community Colleges. The LACCD Foundation Director is tasked with strengthening and standardizing foundation operations, procedures, and policies; improving compliance with nonprofit regulations; strengthening District and College foundations infrastructure; and coordinating Districtwide advancement efforts (DIIID10-09). The Foundation for the Los Angeles Community Colleges has annual audits to assure effective oversight (DIIID10-10). Each College Foundation also completed annual external audits and submits the audit to the District and State of California (3D10-01).

Analysis and Evaluation

LACCD has established processes to evaluate its use of financial resources. The District has demonstrated, through its audits, compliance with Federal regulations, including the management of financial aid. The District and its Colleges has a system of annual evaluation to ensure the effectiveness of its fiscal processes and these evaluations are used as a means to improve these systems.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future

obligations.

Evidence of Meeting the Standard
The District has a well-coordinated and integrated budget planning system that takes into consideration both short- and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis (DIIID4-10) that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency. The Budget and Finance Committee reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (DIIID4-08). The District provides college allocations based on the Budget Allocation Model. Colleges utilize the district and local projections to develop college-level budgets.

The District evaluates other liabilities including load banking across all colleges and notes the liability in the financial statements (DIIID11-01, DIIID11-02). Through collaboration with the college offices of academic affairs, the District has developed a system that, each semester, requires the colleges to submit required detailed information to calculate the district-wide load banking liability resulting from load banking at the colleges (DIIID11-03). The load banking information is regularly reported to the Accounting Department and recorded as a liability in the District's books for use in the District's financial statements at the end of the fiscal year (DIIID11-04).

The District systemically identifies and evaluates its obligations on an annual basis. As of June 30, 2021, the District's working capital (current assets minus current liability) was $359,925,546 million, with a cash and cash equivalent balance of $359,925,546 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (DIIID11-05 see pgs. 17-18). The District performs actuarial evaluations every two years to assess current OPEB liability (DIIID11-06).

Analysis and Evaluation
The District annually reviews its capital structure and management of cash to assure financial solvency for both the short- and long-term. The District has plans in place for payments of all long-term liabilities and obligations. These liabilities and obligations are used in annual budgeting and fiscal planning.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated April 2021 determined that the liability is currently funded at 18.92 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust

annually at a rate of approximately 1.92% percent of the total full-time salary expenditures of the District (DIIID12-01, DIIID12-02). Since its establishment, the District has continued to fund the trust account, which has a current balance of $184.5 million (DIIID12-01, DIIID12-02). The District makes an annual contribution of $7 million to cover the costs of these benefits (DIIID12-01, DIIID12-02).

Analysis and Evaluation
The District regularly reviews its OPEB liability. The last actuarial study was completed in April 2021. The District has an irrevocable trust that has contributions made to it annually.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

The District does not currently have any locally incurred debt.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
Board Policy 6307 Debt Issuance and Management (DIIID14-01) provides a framework for debt issuance and management. It requires that the District is professionally managing its debt and fulfills its annual debt issuance reporting requirements to the California Debt and Investment Advisory Commission. The Board has reviewed and approved the issuance of four General Obligation Bonds over the last 20 years. Prop A for $1.245 Billion began in 2001 (DIIID14-02); Prop AA for $980 million began in 2003 (DIIID14-03); Measure J for $3.5 Billion began in 2008 (DIIID14-04) and Measure CC for $3.3 Billion in 2016 (DIIID14-05). All four of these bonds have supported the development of new and reconditioned buildings and invested in critical physical and technological infrastructure across the District. Board Policy 6740 (DIIID14-06) institutes a citizen's oversight committee to ensure that activities are in line with the intent of the Bond language (DIIID14-07). All projects for the bond are reviewed by the Board Facilities Committee and approved by the Board in accordance with BP 6600 (DIIID14-08). The Bond program undergoes external financial and performance audits annually to demonstrate that bond expenditures have been used with integrity, for their intended purposes, within District Policy and federal and state regulations (DIIID14-09, DIIID14-10).

Grants and categorical programs are also included in the District's external audit process (DIIID14-11 see pgs. 71-155). These programs are handled with integrity and follow compliance practices with high standards. As described in previous standards, assigned managers and accountants are responsible for reviewing expenditures for appropriateness to the intent of the special funding source. The Foundation provides the District and its students with support through philanthropic donations. As an independent 501c3 nonprofit organization, the Foundation awards more than $2.5 million annually for student success programs, scholarships, and other student needs. The Foundation engages an auditing firm to conduct an annual independent audit of its financial statements (DIIID10-10).

The Colleges have various auxiliary entities including community services, facility rentals, campus bookstores, food services, and child development centers. These operations are reviewed with the CFO at the College quarterly financial status meetings (3D1-02).

Analysis and Evaluation
The LACCD restricted funds undergo annual audits and regular internal review to ensure program guidelines are followed for expenditures. Bond expenditures are audited annually to ensure adherence to regulatory requirements. Financial operations of auxiliary organizations are reviewed quarterly with the CFO.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
Student loan default rates, revenues, and related matters are consistently monitored to ensure compliance with federal regulations (DIIID15-01). The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV. Student eligibility is determined at the college level, while fund management is handled by District. Disbursements are made by District Accounts Payable with disbursement record reporting performed by the CFAU (DIIID15-02). Reconciliation is performed jointly by the College, CFAU and District Accounting (DIIID15-03). While the District's colleges track default rates for previous loans, the colleges no longer offer any campus-based loans and are in the process of purchasing or liquidating remaining Perkins or Nursing Loans. Students may still apply for federal loans through the Department of Education.

As noted in Section F, the College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in offering financial assistance programs. Board Policy 5130 Financial Aid states that "all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements" (CP-14). The College's Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the College equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by Los Angeles Southwest College's Financial Aid Office. As a result of the pandemic and a temporary pause in federal loan repayments, the Los Angeles Southwest College default rate is at zero percent. In 2019, the year prior to the pandemic, the College's default rate was 10.2 percent (CP-15). There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Analysis and Evaluation
The District Central Financial Aid Unit and the College Financial Aid departments monitor student loans default rates, revenues, and items related to financial aid to ensure that compliance with Federal regulations.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District has policies and procedures in place to ensure that all contractual agreements are consistent with the institution's mission and goals, and to ensure the integrity of all contractual agreements. Contractual agreements contain appropriate provisions with external institutions and adhere to policies and procedures before any contract can go into effect (DIIID16-01, DIIID16-02, DIIID16-03, DIIID16-04, DIIID16-05, DIIID16-06).

The District Director of Business Services reviews all contracts with external entities to assure terms and conditions and performance standards are in the District's best interest and adhere to all local, state, and federal compliance requirements. Contractual transactions are then reviewed and approved by the Board through their regular monthly meeting (DIIID16-07). The performance of the contractual services is reviewed by the business sponsor who can initiate a change in, or termination of, the contract based on the specified conditions in the contract language.

Analysis and Evaluation

LACCD has processes and procedures in place to ensure that contractual agreements are consistent with the institution's mission and goals, with prescribed appropriate controls over contracts that can be changed or terminated and are managed to assure federal guidelines are met.

Conclusions on Standard III.D: Fiscal Resources

Planning - The LACCD has thorough and transparent processes for planning the financial resources needed to fund its Colleges to meet the mission and goals of its programs and services. The committees of the District: the Board of Trustees Budget and Finance Committee (BFC), the LACCD Budget Committee (DBC), and the College Budget Committee (BC) all work to ensure that distribution of funds is done with integrity and transparency so that all constituents understand the process and outcomes of the financial planning. Planning is done both short-term (annually) and projected out for five years on an annual basis.

Fiscal Responsibility and Stability – the District has policies and administrative procedures to assure a realistic assessment of the availability of resources is conducted at least once a year. A forecast of revenues and expenditures is prepared monthly, quarterly, and annually. This results in credible, accurate, and timely information that is disseminated widely through constituency leaders. Processes and practices are evaluated annually for improvement, this includes internal controls. Responses to external audits are reviewed by the BFC and the DBC. For the last 30 years, LACCD has received unqualified and unmodified audits. LACCD cash flows and reserves are financially sound – annual reserves = 6.5% general reserve and 3.5% contingency reserve; with other reserves included, LACCD has maintained reserves between 17% and 21% for the last five years. The District is self-insured to $1 million and then carries a variety of additional insurance coverage. The managing of financial aid, grants, and auxiliary funds is a duo responsibility of District staff and College staff.

Contractual Agreements – the LACCD administrative procedures governing contract provides consistent direction to the Colleges and ensures that procurement is done with integrity and follows the mission of the institution.

Sound policies and procedures guide the strong fiscal health of the LACCD.

Evidence List Standard III.D

Standard III.D.1
1A2-01_20212026SEMP
1A3-04_Fa20PRRsrcReq
4A1-06_CompWorkPlan
3D1-01_LASCMonthlyProjectionReport
3D1-02_LASC2ndQtrEnrlBudgetRev
DIIID1-01_AllocationModel
DIIID1-02_AllocModelTimeline
DIIID1-03_DBC_Minutes51519
DIIID1-04_AP6305
DIIID1-05_FramewkRacEquity
DIIID1-06_2122CentAccounts
DIIID1-07_SpecFundsFY21

Standard III.D.2
1B4-03_ResourceAllocHandbk
DIIID2-01_MayRevise2122
DIIID2-02_DBCAgenda81121
DIIID2-03_BudgetDevCalendar
DIIID2-04_BP6200
DIIID2-05_FY2122_FinalBudget
DIIID2-06_2122PropFinalBud
DIIID2-07_BOTMin90121pg20

Standards III.D.3
4B5-06_BudgetCommAgrmnt
DIIID2-03_BudgetDevCalendar
DIIID2-04_BP_6200
DIIID3-01_22BudOpPlanInstr
DIIID3-02_BOTmins100720pg12
DIIID3-03_GovSurvey2021

Standard III.D.4
DIIIA1-17_C1121ClassStaff
DIIID4-01_BudFinCmt050921

DIIID4-02_MonthCycExp
DIIID4-03_MonthExp22per03
DIIID4-04_MonthCycExpReports
DIIID4-05_TechReview2122
DIIID4-06_DBCMin051320
DIIID4-07_AccountMeas70820
DIIID4-08_5yrFinForecast61621
DIIID4-09_FisAccountProcess2021
DIIID4-10_5yrFinForedetail21
DIIID4-11_CollFinPlan2122
DIIID4-12_3rdQtrEnrollPlan2021
DIIID4-13_3rdQtrEnrollProj2021
DIIID4-14_HRFormAcadStaffReq
DIIID4-15_ClassHiringApproval

Standard III.D.5
DIIID1-01_AllocationModel
DIIID2-03_BudgetDevCalendar
DIIID4-05_TechReview2122
DIIID4-11_CollFinPlan2122
DIIID5-01_DBCAgenda011321
DIIID5-02_BudFinCmtMins012021
DIIID5-03_DBCAgenda031021
DIIID5-04_BudFinCmt031721
DIIID5-05_Bud OpPlanInstr
DIIID5-06_PBFWrkshp2122
DIIID5-07_BP6300
DIIID5-08_InsuffBudControl1
DIIID5-09_InsuffBudControl2
DIIID5-10_JournalVoucher
DIIID5-11_MonthCycExpMemo
DIIID5-12_0921_MonthlyCyc
DIIID5-13_DBCAgenda101321
DIIID5-14_BudFinAgenda102021
DIIID5-15_BPAP6340
DIIID5-16_BPAP6330
DIIID5-17_BP6410
DIIID5-18_BudFinCmt061621
DIIID5-19_IntAuditUpdate

Standard III.D.6
1A2-03_BudgetEnrollSummit
4A1-06_CompWorkPlan

DIIID2-03_BudgetDevCalendar
DIIID3-01_22BudOpPlanInstr
DIIID5-06_PBFWrkshp2122
3D6-01_BdgtMinutes90222
3D6-02_LASCBudget20-21
DIIID6-01_BOTMins100720pg12
DIIID6-02_DBCMins081121
DIIID6-03_BudFinCmtMin81821
DIIID6-04_BOTAgenda090121pg9
DIIID6-05_LACCDFinAudit63020
DIIID6-06_LAHCPayAudit13120
DIIID6-07_LASC_CDCAudit43019
DIIID6-08_LATTCCALCard13121
DIIID6-09_ExtAudCAP1920

Standard III.D.7
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DIIID6-09_ExtAudCAP1920
DIIID7-01_BudFinCmt120220
DIIID7-02_BOTMins030321pg7
DIIID7-03_FinAudit063020pg148

Standard III.D.8
DIIID6-06_LAHCPayAudit13120
DIIID6-07_LASC_CDCAudit43019
DIIID6-08_LATTCCALCard13121
DIIID6-09_ExtAudCAP1920
DIIID8-01_BudFinCmtMins061621
DIIID8-02_IntAuditPlan2122

Standard III.D.9
DIIID9-01_AP6305
DIIID9-02_CCFS311Q_093019
DIIID9-03_CCFS311Q_123120
DIIID9-04_CCFS311_2021
DIIID9-05_Fund1_CashFlow
DIIID9-06_MoodysAaa2020
DIIID9-07_S&PRating
DIIID9-08_DBCAgenda060921
DIIID9-09_DistrAudit19/20pg53
DIIID9-10_PlacementInsurance
DIIID9-11_BP6540
DIIID9-12_REQFORWARRANT

Standard III.D.10
DIIID2-04_BP6200
DIIID5-07_BP_6300
DIIID5-17_BP6410
3D10-01_LASCFaudit
DIIID10-01_BP5130
DIIID10-02_BP6400
DIIID10-03_BP5130
DIIID10-04_AP5130
DIIID10-05_ExtFinAud063021
DIIID10-06_BP3280
DIIID10-07_UniformGrantGuide
DIIID10-08_ProgAccountants
DIIID10-09_IESSFdn102020
DIIID10-10_FdnRpt20

Standard III.D.11
DIIID4-08_5yrFinForecast61621
DIIID4-10_5yrFinForedetail21
DIIID11-01_FinStateReview
DIIID11-02_AccountPolicies
DIIID11-03_Load_Banking21
DIIID11-04_LoadBankAcct
DIIID11-05_Ext_Audit_pgs17-18
DIIID11-06_OPEBReport40621

Standard III.D.12
DIIID12-01_OPEBTrust63021
DIIID12-02_OPEBAsset

Standard III.D.13
The District does not currently have any locally incurred debt.

Standard III.D.14
3D1-02_2ndQtrBudgetRvw
DIIID10-10_FdnRpt20
DIIID14-01_BP6307
DIIID14-02_BOTPropA12062000
DIIID14-03_BOTMinsPropAA03
DIIID14-04_BOTMeasJ042308
DIIID14-05_BOTMeasCC072016
DIIID14-06_BP6740
DIIID14-07_DOCMins101521

DIIID14-08_BP6600
DIIID14-09_BondPerfFY1920
DIIID14-10_BondFinAudit1819
DIIID14-11_ExtAudpgs71-155

Standard III.D.15
CP-14_BP5130
CP-15_DefaultRate
DIIID15-01_StudentLoanDefault
DIIID15-02_FinAidAccntProc
DIIID15-03_FAReconc102121

III.D.16
DIIID16-01 AP 6100
DIIID16-02 AP 6150
DIIID16-03 AP 6330
DIIID16-04 AP 6340
DIIID16-05 AP 6365
DIIID16-06 AP 6370
DIIID16-07_BOTMins090121

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. **Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

Aligned with the college's mission to "transform the lives of our students of color and members of our surrounding community," the institutional leaders of LASC maintain a history of creating and encouraging innovation leading to institutional excellence, planning, and implementation. Los Angeles Southwest College administrators, faculty, classified professionals, and students engage in institutionalized participatory governance processes to inform decision-making and improve overall college operations. Los Angeles Southwest College's Participatory and Decision-Making Handbook (4A1-01) outlines the framework by which its committees, councils, ad hoc groups, and taskforces operate in accordance with AB 1725 (4A1-02). This structure is designed to ensure robust constituency engagement at all levels, empowering the LASC Campus Community to be involved and effectively participate in the governance process and ensure safe spaces to have those opinions be received and taken under reasonable consideration.

Los Angeles Southwest College's administration works closely with college leaders to encourage innovation and ensure effective planning and implementation. In 2020, LASC brought on the Cambridge West Partnership to complete a college assessment and develop a Fiscal Recovery and Long-Term Sustainability Report (4A1-03). The College formed the Fiscal Recovery and Long-Term Sustainability Taskforce (4A1-04) representative of all constituencies to develop a college change theory (4A1-05) and work plan to operationalize the objectives from the report. The LASC work plan has become a comprehensive tool to track overall college innovation and progress for all strategic and master plan goals (4A1-06). In 2020, the LACCD developed the LACCD Framework for Racial Equity and Social Justice to define values and actions around equity work (4A1-07). In conjunction with this framework, LASC established the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Presidential Taskforce (4A1-08). This participatory taskforce was charged with developing recommendations to operationalize the equity framework to best meet

the needs of students, employees, and the surrounding community (4A1-09). Los Angeles Southwest College is committed to institutional excellence and continues to pursue opportunities for enhancement. In 2021, LASC participated in an Institutional Effectiveness Partnership Initiative sponsored by the California Community College Chancellor's Office to enhance four operational areas: 1) Integrated Strategic Master Planning; 2) Human Resources Restructuring; 3) Foundation Support; and 4) Professional Development (4A1-10). The college has continued to strive for institutional excellence and has made significant progress on the identified organizational goals (4A1-11).

In 2022, LASC applied for and was selected to be one of the colleges participating nationally in the Caring Campus Initiative (4A1-12). In consultation with the classified professionals, LASC committed to the training opportunity to improve student success, retention, and human connectivity in a post-pandemic environment (4A1-13).

Another example of academic excellence is LASC's Social Justice Theatre Program. The Theatre Program has been recognized nationally by the Kennedy Center for the Performing Arts on numerous occasions (4A1-14). The program emphasizes using the stories and voices of our diverse students to highlight critical social justice issues within the community like the overincarceration of Black Men, domestic violence, gun violence, and civil unrest.

Analysis and Evaluation
The institutional leaders of LASC create safe spaces to encourage innovation, open communication, idea sharing, and risk-taking to pursue institutional excellence. The administrative team is deeply committed to creating safe spaces and empowering all campus constituents, students, classified professionals, faculty, and administrators despite official titles or positions held within the institution. Through the LASC participatory governance structure, all constituency groups are equitably represented and have opportunities to influence innovation and institutional excellence.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard
In compliance with AB 1725 participatory governance regulations and BP 2510 Participation in Local Decision-Making, LASC has established and implemented policies and procedures that authorize faculty, classified professionals, students, and administrators with the decision-making process (4A2-01). Additional evidence is demonstrated through LASC's Participatory and Decision-Making Handbook and the Associated Student Organization (ASO) constitution and bylaws (4A1-01, 4A2-02, 4A2-03).

As identified within the LASC Participatory and Decision-Making Handbook, students are identified as one of the four key constituent groups within the college's decision-making process. The college has identified collegiality as one of its core values. Within that spirit of collegiality,

LASC has developed a structure of committees, councils, subcommittees, and taskforces that are inclusive of all constituency groups. All committees are composed of representative constituencies and each committee makes space for collegial discussion and public comments to allow all voices to be heard. At LASC, internal governance structures prescribe the required student membership and participation on each committee, including the students as voting members and key stakeholders within the participatory governance processes. This is documented on the operating agreements and agendas of LASC committees that document the student as a voting member (4A2-04, 4A2-05). Students are key members of the LASC College Council, Budget Committee, Technology Planning Committee, Strategic Planning Committee, Student Success Committee, Distance Education Committee, Guided Pathways, and SEA-PAC. During the COVID-19 pandemic, the College President also began weekly virtual student town halls to share pandemic updates, provide support for students, and ensure that they had a voice and platform throughout the pandemic (4A2-06). In addition, LASC demonstrates strong student engagement as shown through ASO regular calendar meetings, community and campus events (4A2-07).

LACCD has also developed planning processes to ensure broad participation within the district-level planning processes, demonstrated in the LACCD Governance and Functions Handbook (4A2-08). The LACCD has embedded student participation within the college and district decision-making processes through BP 5400 establishing and recognizing the Associated Students Organizations as "official voice for the students in the district and college decision-making processes" (4A2-09). BP 2015 recognizes the Student Trustee as a "full member of the Board" representing the student voice and the Board of Trustees level (4A2-10).

Analysis and Evaluation

As one of the key constituents to the successful operation of the college, LASC steadily and strongly encourages student engagement in participatory governance. Los Angeles Southwest College and the LACCD has established and implemented policies and procedures to authorize students, faculty, classified professionals and administrators in decision-making processes. Student engagement is embedded within the participatory governance structures and the student voice is highly regarded within the decision-making processes of the college. Students directly participate in decision-making in those areas in which students have a direct and reasonable interest. Los Angeles Southwest College's participatory governance handbook demonstrates the college's commitment to student inclusion and overall constituency engagement within the college decision-making framework.

3. **Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

The LACCD, Board Policy 2510 Participation in Local Decision-Making defines the district-wide policy and procedure prescribing participatory decision-making (4A2-01). BP2510 clearly defines the roles, responsibilities, and vehicles for governance work to occur; ensuring faculty, classified professionals, and students are included at both the college and district levels. Additional documentation that defines the roles of constituency engagement within planning, budget, and

policy/procedure development include the LACCD Governance and Functions Handbook and LASC Participatory and Decision-Making Handbook (4A2-08, 4A1-01). LACCD and LASC have established policies and procedures that clearly define the roles of all constituency groups within the participatory governance processes. These policies and procedures encourage inclusion, engagement, and a collegial sharing of ideas to ensure all voices are heard and engaged within decision-making. Committee members are appointed by their constituencies based on areas of responsibility and expertise, ensuring meaningful contributions to the college committees. As indicated in the LASC Participatory and Decision-Making Handbook, LASC has seven participatory governance committees that are the primary participatory governance committees for the college, working collectively to achieve the College's strategic education master plan goals. As documented within the handbook, each LASC participatory governance committee has representation from each constituent group. The Academic Senate appoints faculty representation and the AFT 1521A appoints classified professionals. The ASO appoints all student representation and the LASC President appoints administrative representatives to committees.

The college councils and committees each have an operating agreement documenting their charge, membership, and goals, updated annually. Each committee is charged with accomplishing their annual goals, in alignment with their charge and overall strategic education master plan goals. Action items approved by the college committees may be forwarded to the LASC President as recommendations and ultimately to the Board of Trustees, as needed, for final approval.

The College Council is LASC's primary participatory governance committee for constituency communication and representation. The council provides recommendations to the College President through the approval of action items regarding college priorities, issues, concerns, and recommendations made from various committees on campus. The College Council meets monthly on the first Tuesday of each month (4A3-01, 4A3-02).

LASC's Budget Committee is the participatory governance committee responsible for making budget allocation recommendations tied to program review and developing budgeting development participatory procedures for the college. Recommendations, approved as action items during committee meetings, are sent to College Council and ultimately the College President for approval. The Budget Committee meets monthly on the first Tuesday of each month (4A3-03, 4A3-04).

LASC's Enrollment Management Committee is the participatory governance committee responsible for developing and monitoring the college's enrollment management plan and making recommendations around the development and implementation of enrollment management procedures. The Enrollment Management Committee meets regularly on the second Wednesday of each month (4A3-05, 4A3-06, 4A5-05).

LASC's Facilities Planning Committee is the primary participatory governance committee to set priorities for college facilities and improvements while being responsible for developing and maintaining the College's facilities master plan. The Facilities Planning Committee meets regularly on the third Thursday of each month (4A3-07, 4A3-08).

LASC's Strategic Planning Committee is the participatory governance committee guiding the College's strategic, long-range and annual planning process. The Committee also oversees college planning, including the development and tracking of the Strategic Education Master Plan goals. The Strategic Planning Committee meets regularly on the first Thursday of each month (4A3-09, 4A3-10).

LASC's Technology Planning Committee is the governance body that provides guidance on instructional and administrative technology. The Technology Planning Committee also oversees the development of the Technology Master Plan and evaluates the plan annually to determine current needs, priorities, and upcoming goals for the campus. This Committee meets on the second Thursday of each month (4A3-11, 4A3-12).

The Student Equity and Achievement Program Advisory Committee (SEA-PAC) is charged with ensuring a student-centered and transparent process for recommended allocations to support the implementation and scaling of equity initiatives at LASC. The Committee has broad participation and oversees the development and progress of the College Equity Plan. SEA-PAC meets regularly on the third Monday of each month (4A3-13, 4A3-14).

Analysis and Evaluation
Los Angeles Southwest College demonstrates a deep commitment to inclusion, collegiality, and participatory governance. The College provides faculty, classified professionals, students, and administrators with clearly established roles within the campus decision-making process that is reflective of their responsibilities and expertise. All constituencies are able to exercise their voices and participate in the areas of institutional planning, policies, budget, and other key operations of the institution.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
Los Angeles Southwest College complies with established LACCD Board Policy and Administrative Procedures that outline the responsibility of faculty and academic administrators for recommendations regarding curriculum and student learning programs and services.

- BP 2510, Participation in Local Decision-Making, defines the roles and responsibilities of faculty and academic administrators in overall decision-making (4A2-01).
- BP 4020, Program, Curriculum, and Course Development, outlines the district roles and responsibilities, as well as the required approvals for program, curriculum, and course development (4A4-01).
- AP 4020, Curriculum Development, documents the administrative procedure to develop course outlines, create new subjects, and develop new curriculum at the college-level (4A4-02). This Administrative Procedure also clearly delineates roles and responsibilities for both faculty and academic administrators.
- AP 4022, Course Approval, documents the detailed steps to complete course development and receive approval within the District (4A4-03).
- AP 4023 Program Approval documents the creation and approval processes for

educational programs as well as the roles and responsibilities of each party within LACCD (4A4-04).

The Curriculum Committee oversees the development and approval of new programs, courses, and curriculum at LASC (4A4-05). Through the Curriculum Committee, LASC follows a prescribed structure with defined roles to discuss, analyze, review, update, and approve curriculum, including degrees, certificates, and academic programs. Each academic department and division submit updates and new curriculum through their faculty representatives. The Curriculum Committee then deliberates and sends recommendations to the Academic Senate for approval. Once approved at the campus-level, Curriculum is then presented to the District and LACCD Board of Trustees for final approval before being submitted to the State. LASC faculty and administrators work collaboratively to develop new courses and instructional programs that are responsive to the changing needs of LASC's dynamic student body and community.

Los Angeles Southwest College's Program Review Committee, comprised of counselors, faculty, and administrators, conducts an annual review of course and program offerings. At the conclusion of each annual review cycle, the committee makes recommendations to the academic senate for any necessary revisions to strengthen the functionality of the college's academic offerings (4A4-06).

The LASC Student Learning Outcomes Committee supports the college with regular assessment and verification that the course level student learning outcomes are defined in a clear and concise manner to facilitate student achievement (4A4-07). This committee is also representative of key constituencies to facilitate the student learning outcome process.

Analysis and Evaluation
LASC demonstrates well-defined policies and procedures with clearly delineated duties for faculty and academic administrators. LASC's governance structure establishes that faculty, in collaboration with academic administrators, lead the curriculum development process including recommendations on student learning, programs, and services. LACCD has established policies and procedures that document faculty-led processes regarding curricular and programmatic decision-making.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard
Collegiality is an LASC value, and the college strives to create communities of mutual respect that support open debate and progressive discourse. Within this spirit, both the LACCD Board of Trustees and LASC governance structures ensure appropriate consideration of relevant perspectives. Policies that support inclusive participatory governance and the sharing of relevant perspectives include BP 2510 Participation in Local Decision-Making (4A2-01); BP 2200 Board Duties and Responsibilities (4A5-01); and BP 2015, Student Trustee (4A2-10). LASC's Participatory and Decision-Making Handbook and LACCD's Governance and Functions

Handbook identify roles and responsibilities of all constituencies as members of the governance committees who participate in college and district-level planning (4A1-01, 4A2-08). Both LASC and LACCD encourage broad-based participation from all constituency groups serving on committees. Members are empowered to provide information and opinions that are relevant to the discussion of committee outcomes. LACCD also has defined policies and procedures to ensure they hear from all stakeholders. To allow for timely action noninstitutional plans, policies, curricular changes, and other vital decisions, the LACCD Board of Trustees meet on a regular, monthly cycle in accordance with BP 2310, Regular Meetings of the Board (4A5-02, 4A5-03).

All LASC committees are aligned with institutional planning, including, but not limited to the review, evaluation, update, and creation of annual college plans. Los Angeles Southwest College Committee goals are also mapped to Strategic Education Master Plan goals to ensure all committees are aligned with decision-making and outcome achievement. All college committees meet on a regular basis and are representative of the college's constituency groups. For example, the LASC Academic Senate and College Council were instrumental in the development and approval of the College Strategic Education Master Plan (4A5-04, 1A4-02). The Enrollment Management Committee was instrumental in the development and approval of the College's Enrollment Management Plan (4A5-05). The Technology Planning Committee created and facilitated approval of the campus's Technology Master Plan (4A3-12). College committee members are appointed to committees by their constituent leaders. Constituencies appoint members to participatory governance committees based on their expertise and ensure that those members represent their stakeholder interests. Working collaboratively, LASC faculty and administrators successfully developed the LASC Course Cancellation Process and Timeline (1B7-02).

Committee operating agreements, charges, membership, and meeting dates are established each fall. Membership vacancies are also filled by the committee each fall. By having regular committee meetings and filling member vacancies early each academic year, committees can ensure timely action on institutional plans, procedures, and other key considerations.

Analysis and Evaluation

The Los Angeles Community College District and LASC have established a participatory governance structure to ensure that all constituencies are included and empowered to effectively participate in both district and college-level governance. All constituents are provided opportunities to engage and provide their relevant perspectives, expertise, and fulfill their responsibilities to ensure timely decision-making.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

In compliance with BP 2510, Participation in Local Decision-Making, LASC has an established participatory governance structure comprised of councils, committees, subcommittees, and taskforces to facilitate institutional decision-making. The processes for campus wide decision-making are memorialized within the LASC Participatory and Decision-Making Handbook (4A1-01). In accordance with the Brown Act, all applicable councils and committees are expected to publish agendas 72 hours prior to each meeting and to distribute their minutes in a timely manner. All Committee Chairs are also encouraged to update and

maintain their college committee SharePoint page by ensuring the timely posting of agendas, minutes, and other meeting materials (4A6-01). The committee SharePoint page is accessible to all LASC employees and includes the committee meetings dates, agendas, minutes, membership, and other relevant committee materials. Public college documents are posted on the LASC webpage, including documents like the College's Strategic Education Master Plan and Enrollment Management Plan (4A6-02). Committee reports are also shared at the College Council and at Academic Senate meetings.

The college utilizes a number of communication modalities to publicize decision-making results and updates to the campus community, students, and community at-large. Los Angeles Southwest College publishes a weekly digital newsletter for employees and students "The Cougars Connect" highlighting important information, key dates, critical campus information, upcoming events, and more (4A6-03, 4A6-04). The college also publishes a monthly virtual newsletter "The Cougar Connection" with college-wide updates and events that is shared with employees, students, the district, trustees, community members, and elected officials (4A6-05). LASC recently decided to expand communications to the surrounding community to include a bi-monthly printed newsletter mailed to every household within the LASC service area, ensuring that key updates and information is being broadly shared (4A6-06).

The College also developed a "President's Priorities" webpage, which documents key administrative decisions, projects, and updates accessible to the campus community and community members (4A6-07). The President's Priorities webpage is updated monthly. The College also instituted weekly virtual town halls for employees and students to create opportunities for all constituents to engage in open dialogue with the president and receive critical updates on campus activities (4A6-08, 4A6-09). To ensure participation and broad-based communication throughout the campus, the College President has also hosted Budget and Enrollment Summits to develop opportunities for constituency leaders to discuss critical information tied to college-wide budget and enrollment (1B9-02, 4A6-10). This information was then shared at a weekly employee town hall and on the President's Priorities webpage to ensure that the entire campus community has access to the information. LASC has also invested heavily in social media and building the college's YouTube page. The Public Relations Office produces informative and uplifting content, providing video updates and social media posts to keep the students, employees, and community informed about critical happenings at LASC (4A6-11, 4A6-12, 4A6-13, 4A6-14). Los Angeles Southwest College is deeply committed to being accessible, communicative, and informative across multiple modalities and platforms, keeping all stakeholders informed on college decision-making.

Analysis and Evaluation

Los Angeles Southwest College utilizes an array of documents, modalities, and platforms to communicate critical college information to all stakeholders on a weekly and monthly basis. Decision-making and college-wide projects are accessible for all stakeholders to stay informed.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Los Angeles Community College District and LASC are committed to regular assessment assuring the integrity and effectiveness of governance and decision-making policies, procedures, and processes. Board policies and administrative procedures are evaluated regularly. BP 2410, Board Policies and Administrative Procedures, outlines the evaluation process for policy and procedure updates ensuring integrity and effectiveness; the Office of General Counsel maintains

an ongoing schedule for review of all board policies and initiates the process according to the established schedule (4A7-01). AP 2510, Participation in Local Decision-Making, informs the LACCD Governance and Functions Handbook, allowing for consultation groups to initiate requests and initiate changes as needed, based on annual evaluations (4A2-01, 4A2-08).

LASC actively participates in continuous quality improvement to assure integrity and effectiveness of decision-making policies, procedures, and processes. All LASC committees conduct an annual self-evaluation to assess effectiveness, measure goal completion, and share information with the College Council or Academic Senate for additional assessment (1B1-03). The College Council reviews and updates the Participatory and Decision-Making Handbook regularly to evaluate effectiveness and ensure processes are mapped and implemented accordingly (4A7-02). Other college committees, like Program Review complete regular process and procedure assessments to ensure the needs of the campus are being met while maintaining the integrity and effectiveness of college processes (4A7-03). Each Committee also reviews their operating agreement annually, making updates and reflecting on recommendations to improve best practices (1B1-01). All committee updates are distributed through committee minutes and posted on the LASC SharePoint site.

To assess leadership roles and overall college effectiveness, the college engaged in a Human Resources Restructuring Process in 2021 to complete a comprehensive evaluation of the organizational structure of the college (4A7-04). The College convened a participatory HR Taskforce to work with the consultant to complete the evaluation, ensuring all constituencies were represented (4A7-05). The president presented multiple updates on the plan and process at the weekly virtual employee town halls (4A7-06). A campus virtual town hall was conducted on September 14, 2021, to share the results of the plan and answer constituency questions (4A7-07). The final HR Restructuring Plan was shared with the college in the president's Monday morning communication to the campus and posted on the President's Priorities webpage to ensure broad-based communication to the campus community (4A7-08, 4A7-09).

In 2022, the LASC Budget Committee developed and approved the Resource Allocation Handbook (1B4-03, 4A7-10). This handbook was developed in response to the program review handbook update. The updated handbook enhances alignment of the college's resource allocation process to program review, improving procedural structure and streamlining processes.

Analysis and Evaluation

The Los Angeles Community College District and LASC participatory governance structures, policies, procedures and processes are evaluated to ensure integrity and effectiveness. LASC consistently engages in college wide assessments to ensure leadership roles and governance decision-making processes best meet the needs of the campus community. Broad-based communication is ensured through weekly emails from the college president to the campus, the President's Priorities webpage, weekly virtual employee town halls, and use of the College's SharePoint. The LACCD Governance and Functions Handbook and LASC Participatory and Decision-Making Handbook outline the roles and responsibilities of each council and committee. The LACCD BP 2410 and AP 2510 prescribe the processes to ensure governance and decision-making policies and procedures are evaluated for effectiveness and integrity. Los Angeles Southwest College uses its internal participatory governance structures, as outlined in the

Participatory and Decision-Making Handbook, to institutionalize evaluation processes and communicate changes through multiple communication channels.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Los Angeles Southwest College is deeply committed to participatory governance and empowering the campus community to engage in decision-making processes. The College details this commitment with its Participatory and Decision-Making Handbook. Through the College's committee structure, planning documents, handbooks, and rigorous committee continuous improvement processes, LASC ensures broad-based inclusion of all constituencies. These structures ensure the responsiveness, effectiveness, and integrity of the college's decision-making processes. LASC recognizes the value of utilizing campus leadership expertise to enhance student success, pursue academic excellence, and ensure instructional and fiscal integrity. Governance roles are defined through numerous board policies and administrative procedures as well as the District's Governance and Functions Handbook. Throughout these governance structures, both LASC and LACCD empower students to engage within the decision-making process, ensuring a "student-centered" approach to decision-making. Los Angeles Southwest College respects governance processes and understands that these are recommending bodies to the College President, who has ultimate decision-making authority. Through well-established governance structures, processes, and policies, the students, classified professionals, faculty, administrators, and Board of Trustees, work together to enhance the student experience and create equitable and high-functioning institutions.

Evidence List Standard IV.A

Standard IV.A.1

4A1-01_PartDecnMakHndbk
4A1-02_AB1725
4A1-03_2020FsclRecReport
4A1-04_FsclRecTskfrcCharge
4A1-05_ChngTheoryLogicMdl
4A1-06_CollegeWorkPlan
4A1-07_FrmRacialEqtSocJust
4A1-08_IDEATskfrcCharge
4A1-09_IDEATskfrcRecs
4A1-10_2021IIandEPlan
4A1-11_PRTSummaryReport
4A1-12_CaringCampusAssmnt
4A1-13_ParticipantForm
4A1-14_TheatreProgNatHnrs

Standard IV.A.2

4A1-01_PartDecnMakHndbk
4A2-01_BP2510
4A2-02_ASOConstitution

4A2-03_ASOBylaws
4A2-04_BudgetOpAgreement
4A2-05_BudgetCommAgenda
4A2-06_VirStudTwnHallAgenda
4A2-07_ASOEventsCalendar
4A2-08_GovFuncHndbk
4A2-09_BP5400
4A2-10_BP2015

Standard IV.A.3
4A1-01_PartDecnMakHndbk
4A2-01_BP2510
4A2-08_GovFuncHndbk
4A5-05_EMPapprvl
4A3-01_CCOpAgrmt
4A3-02_CCMinutes
4A3-03_BudgetOpAgrmt
4A3-04_BudgetCommMinutes
4A3-05_EMCOpAgrmt
4A3-06_EMCAgendaAppr
4A3-07_FPCOpAgrmt
4A3-08_FPCMinutes
4A3-09_SPCOpAgrmt
4A3-10_SPCMinutes
4A3-11_TPCOpAgrmt
4A3-12_TechCommMinutes
4A3-13_SEAPACOpAgrmt
4A3-14_SEAPMinutes

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4A2-01_BP2510
4A4-01_BP4020
4A4-02_AP4020
4A4-03_AP4022
4A4-04_AP4023
4A4-05_CurricCommOpAgrmt
4A4-06_PRCOpAgrmt
4A4-07_SLOCOpAgrmt

Standard IV.A.5
1A4-02_AcadSenateCCMins
1B7-02_CrseCnclProcess
4A1-01_PartDecnMakHndbk

4A2-01_BP2510
4A2-08_GovFuncHndbk
4A2-10_BP2015
4A3-12_TechCommMinutes
4A5-01_BP2200
4A5-02_BoardMeetingDates
4A5-03_BP2310
4A5-04_SEMPapprvl
4A5-05_EMPapprvl

Standard IV.A.6
4A1-01_PartDecnMakHndbk
1B9-02_BudgetEnrlSummit
4A6-01_CommitteesSharePoint
4A6-02_PublicDocuments
4A6-03_EmployeeNewsletter
4A6-04_StudentNewsletter
4A6-05_MonthlyNewsletter
4A6-06_PrintedNewsletter
4A6-07_PresidentsPriorities
4A6-08_EmployeeVrtTwnHall
4A6-09_StudentVrtTwnHall
4A6-10_BudgetEnrlSmtAtndees
4A6-11_YouTubePresence
4A6-12_facebookPresence
4A6-13_twitterPresence
4A6-14_InstagramPresence

Standard IV.A.7
1B1-01_CommOpAgrmt
1B1-03_CommSelfEval
1B4-03_ResourceAllocHandbk
4A2-01_BP2510
4A2-08_GovFuncHndbk
4A7-01_BP2410
4A7-02_RegRevDecsnHdnbk
4A7-03_PRHndbkApprvl
4A7-04_HRCnsltScopeofWork
4A7-05_HRTskFrc
4A7-06_HRTskFrcVrtTwnHall
4A7-07_HRRestPlanUpdate
4A7-08_FinalHRPlanComm
4A7-09_HRPlan

4A7-10_BudgetCommMins

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Per the LACCD job description, (4B1-01) the president of LASC serves as the chief executive officer (CEO) with overall responsibility to the chancellor for all aspects of the leadership, planning, budgeting, staffing, facilities, and delivery of all education programs and institutional services of the college. In addition, the CEO holds responsibility for the overall institutional effectiveness of the college in relation to student success.

The president demonstrates their effective leadership through participation in the institution's participatory governance processes. As a part of the LASC governance structure, the College Council makes recommendations to the College President on key college issues (4A1-01, 4A3-01). This provides the president the opportunity to hear directly about planning, organization, budget, and institutional effectiveness. The Academic Senate President also consults monthly with the president, sharing recommendations on behalf of the Academic Senate with the CEO. The College Council meets regularly on the first Tuesday of every month (4B1-02, 4B1-03).

In addition to the Academic Senate President, the LASC president meets regularly with the campus union leadership as well including S.E.I.U. 721, Local 99, the Teamsters Local 911, AFT 1521A and AFT 1521 (4B1-04). The LASC president also consults monthly with the Associated Students Organization (ASO) leadership and advisors (4B1-05). The president meets bi-weekly with the vice presidents individually and weekly with the entire President's Cabinet at the Senior Staff meetings. The weekly Senior Staff meetings include all three vice presidents, the dean of institutional effectiveness, and the public relations manager. These meetings keep the entire President's Cabinet apprised of important and time sensitive campus activities, deadlines, and important information and action items from the Chancellor's Cabinet (4B1-06).

Through BP 7120 Recruitment and Hiring, the chancellor is charged with the responsibility to determine the hiring of college president through LACCD established procedures for the recruitment and selection of the president (4B1-07). Los Angeles Community College District Human Resources Guide R-120 further grants authority to the college president to provide formal decision-making authority in the hiring process of full-time faculty (4B1-08). At LASC, the college president completes final interviews for all full-time faculty, classified and administrative positions (4B1-09). As documented in AP 7120, Full-Time Faculty Recruitment and Selection, the Academic Senate will develop a faculty hiring priority recommendations annually and submit them to the college president for consideration (4B1-10, 4B1-11, 4B1-12). The college president's recommendations are then submitted to the chancellor for final approval and recruitment authorization.

In developing personnel, the college president has prioritized professional development, leveraging multiple funding sources to provide resources to all campus constituents. Through consultation with the Academic Senate President, the College President agreed to a 0.60 FTE release for a campus-wide professional growth coordinator (4B1-13). The professional growth coordinator has facilitated multiple professional development opportunities available to all constituents. Additionally, the college president has invested resources to support the inclusion, diversity, equity, and anti-racism work of the institution through joining the USC Equity Alliance and engaging with A2MEND (4B1-14). The president facilitated sending participatory teams to be trained and then bring equity trainings to the campus community (4B1-15, 4B1-16, 4B1-17). Annually, the president also leads retreats for the campus leadership team and president's office, focusing on topics and readings that support personal and professional growth while enhancing campus operations (4B1-18, 4B1-19, 4B1-20). The college president has also facilitated campus-wide leadership readings and train-the-trainer opportunities to encourage leadership development for all constituencies (4B1-21).

In assessing overall institutional effectiveness, the College President relies upon the LASC Participatory and Decision-Making Handbook to receive recommendations from the campus community (4A1-01). The president also worked with the California State Chancellor's Office to facilitate an Institutional Effectiveness Partnership Initiative (IEPI) to assess and enhance the college's overall effectiveness in four areas: 1) Integrated Strategic Master Planning; 2) Human Resources; 3) Foundation; 4) Professional Development (4B1-22). The college has been effectively completing the IEPI recommendations from the Partnership Resource Team (PRT) (4B1-23, 4A1-11).

Analysis and Evaluation

The president, serving as CEO of Los Angeles Southwest College, has the primary responsibility for institutional quality and effectiveness. The president demonstrates their effective leadership through participation in LASC's participatory governance processes. The president participates in collegial dialogue across constituency groups while receiving reports and recommendations. The president invests heavily in equity and professional development opportunities accessible to all members of the campus community. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president plans, oversees, and evaluates the organizational structure of LASC and ensures staffing is reflective of the purpose, size, and complexity of the organization. This is completed through formal and informal consultation and participatory governance processes. The president receives regular and consistent feedback from: the senior leadership team comprised of the three vice presidents, dean of institutional effectiveness, and public relations manager; monthly union consultations; monthly consultation with the Academic Senate president; monthly consultation with the Associated Students Organization and advisors; and the college committees and council

(4B1-04). The LASC Participatory and Decision-Making Handbook identifies the process for recommendations to be made to the college president (4A1-01). The college president delegates authority to the vice presidents, who oversee their divisions and chair many of the major committees on campus including College Council, Budget Committee, and the Student-Equity and Achievement Program Advisory Committee (4A3-01, 4A2-04, 4A3-13). These committees, taskforces, and consultations provide numerous opportunities for the college president to receive feedback. At these meetings, the president also delegates authority to address issues related to student success, budget administration, facilities management, human resource requirements, and other critical college operations (4A3-14, 4A3-04, 4A3-08, 4A7-05).

The LASC human resources organizational charts, found above in Section D, demonstrate the level of complexity and size of the administrative structure overseen by the college president. The organizational charts provide a listing of the administrators, faculty, and classified professionals who operate within the primary operational areas of the institution, led by the three vice presidents: academic affairs, administrative services, and student services. In 2020, the LACCD facilitated a Supplemental Retirement Plan (SRP) to support district-wide retirements while creating opportunities for the colleges to begin restructuring to achieve the optimal organizational structure (4B2-01, 4B2-02). In 2021 the college utilized the IEPI process to develop a Human Resources Restructuring Plan (4A7-09).

The college recently underwent an assessment to right-size the organizational structure of the college in relation to the college budget, student headcount, and strategic education master plan goals. The college president developed an HR Taskforce to support the facilitation of this process with the consultant and delegated the process to the Vice President of Administrative Services (4A7-05). The college completed the HR Restructuring Plan to support the rightsizing of the college's organizational structure, and this was shared broadly throughout the college (4A7-07, 4B2-03).

Analysis and Evaluation

The college president plans, oversees, and evaluates the administrative organizational structure of the institution. The president works collaboratively through participatory governance structures to ensure that the institution is staffed to reflect LASC's complexity, size, and purpose. As appropriate, the president delegates authority to administrators and others consistent with their responsibilities.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**
   - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
   - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
   - **ensuring that the allocation of resources supports and improves learning and achievement; and**

- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The president leads LASC guided by the established college mission, vision, and values of the institution. The president is ultimately responsible for the college's institutional improvement of the teaching and learning environment. In 2020, the president lead LASC's strategic education master plan update. This resulted in the college reviewing and updating its mission, vision, and values. The college also established and adopted new strategic goals that aligned with the State Chancellor's Office Vision for Success, the Student-Centered Funding Formula (SCFF), Guided Pathways Framework, LACCD Framework for Racial Equity and Social Justice, and LACCD strategic goals (1A2-01). The Office of Institutional Effectiveness at LASC reports directly to the College President. The president ensures that the college establish and regularly evaluate clear institutional performance standards for student achievement (1B3-01). The Office of Institutional Effectiveness also completes an annual assessment of LASC's strategic education master plan goals and presents these updates during strategic planning retreats (1B1-04).

LASC's president ensures that educational planning is directly tied to resource planning and allocation to support student achievement and learning. In 2021, the LASC Budget Committee, under the college president's leadership, updated the college's resource allocation handbook (1B4-03). The updated resource allocation handbook better aligns with the updated program review process, restricted fund allocation processes within the campus, and ensures that all programs receiving funding complete the comprehensive and annual program review processes, in turn supporting overall student learning and achievement. LASC also developed a participatory and responsive allocation process for student equity funds, to ensure institutional and scalable interventions to close equity gaps (4B3-01, 4B3-02).

LASC's strategic planning, master plans, student engagement, outreach methodologies, and delivery of high-quality instruction are led by high-quality data produced by the Office of Institutional Effectiveness. This office reports directly to the LASC president, comprised of the Dean of Institutional Effectiveness and a Research Analyst. The Office of Institutional Effectiveness analyzes internal and external conditions to empower the college in making data-informed decisions that best meet the needs of the students and community. The office prepares the College's Fact Sheet, Fact Book, dashboards, and other data requests based on college need (4B3-03, 1B3-05, 1B3-06, 1B6-03, 4B3-04).

As CEO, the college president is responsible for all LASC integrated planning efforts. As detailed in the Resource Allocation Handbook and Participatory and Decision-Making Handbook, the reporting structure of the college committees leads to recommendations to the college president. Each committee has a defined role and scope tied to planning and resource allocation. The recommendations made to the president through the college's participatory governance structure are implemented through the appropriate vice president's area of responsibility. The president guides all planning and decision-making efforts collegially through the college's participatory governance structure (4A1-01). The college president also developed the LASC Work Plan that contains all of the college's integrated planning goals in one document. The president updates the work plan monthly, tracking the progress on all goals. The updated work plan is shared monthly

with the campus community via the President's Monday morning communication and with the community-at-large using the President's Priorities website (4B3-05, 4A6-07).

Analysis and Evaluation
LASC has established policies and procedures that guide the president in improving the teaching and learning environment. The president guides all planning and decision-making efforts collegially through the college's participatory governance structure. This governance structure institutionalizes integrated planning, budget allocation, and data-informed decision-making to achieve the College's Mission. The Office of Institutional Effectiveness provides high-quality research to inform decision-making and supports the college president in annually evaluating planning and implementation goal achievement.

4. **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard
The college president is responsible for leading the accreditation process and ensuring that the eligibility requirements, accreditation standards, and commission policies are adhered to at all times. The college president also ensures that the LASC faculty, classified professionals, and administrative leaders are engaged and responsible for assuring compliance with accreditation requirements. Los Angeles Southwest College conducts the comprehensive self-evaluation process every seven years, facilitating an accreditation team visit, and submitting the ACCJC midterm reports in the third year of each cycle (1B8-01 see pg. 1, 1C1-07). The college president is responsible for activating the accreditation steering committee and facilitating the accreditation process for LASC (4B4-01). This is done in collaboration with the LACCD District Office and District Accreditation Committee (4B4-02, 4B4-03).

Accreditation management items are regularly discussed at the LASC President's Cabinet meetings and updates on accreditation are provided at Academic Senate and College Council meetings (4B4-04, 4B4-05, 4B4-06 see pg. 69). The president provides guidance to the executive team to continue conversations and attend trainings for the Accrediting Commission for Community and Junior Colleges (ACCJC). LASC also facilitated an online ACCJC ISER training led by the ACCJC leadership on October 23, 2020, as the college prepared for the newest accreditation cycle (4B4-07).

Los Angeles Southwest College's Participatory and Decision-Making Handbook describes the College's governance structure, which fulfills AB 1725 and accreditation requirements (4A1-01, 4A1-02). The institution utilizes councils, committees, subcommittees, and taskforces in the spirit of collegial participatory governance. These groups collect information, deliberate, analyze, report, and make data-informed recommendations. These recommendations are forwarded to the Academic Senate, College Council, the president, and the Board of Trustees for implementation (4B4-08).

The college engages in a participatory process over 2-3 years to prepare for the accreditation process and site visit, building in additional district-wide trainings for the team (4B4-09). All

constituencies are encouraged to engage, leading and writing the different standards within the report (4B4-10). These constituencies include faculty, administrators, classified professionals, students, and union representatives. Governance structures at LASC assure that all opinions are heard, valued, and given reasonable consideration. Collegial conversations at the committee, council, and leadership team levels ensure that accreditation requirements are consistently discussed, complied with, and implemented. The LASC Accreditation Committee is activated during this focused planning period to allow for broad-based communication and participation across constituencies with defined roles and responsibilities for the Standard Tri-Chairs (4B4-11, 4B4-12).

The president also communicates frequently with the campus community about the importance of accreditation and encouraging engagement within the process. This is done through multiple communication channels including newsletters, emails, and the college website (4B4-13, 4B4-14, 4B4-15).

Analysis and Evaluation

The college president has the primary leadership role for the accreditation process and ensuring that the eligibility requirements, accreditation standards, and commission policies are adhered to at all times. The college president also ensures that the LASC faculty, classified professionals, and administrative leaders are engaged and responsible for compliance with accreditation requirements.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

LASC's president assures the implementation of statutes, regulations, and board policies across the institution. The president meets regularly with the Chancellor's Cabinet, which includes the vice chancellors of business and fiscal services, facilities, human resources, educational programs and institutional effectiveness, and information technology. Other key district personnel are also included to ensure compliance and implementation of institutional practices and board policies (4B5-01).

At LASC, the president ensures all institutional practices are aligned with the College's Mission and policies, honoring the College's history while empowering diverse student populations and the surrounding community to achieve their academic and career goals. The president meets weekly with the president's cabinet, which includes the Vice Presidents of Academic Affairs, Administrative Services, and Students Services, the Dean of Institutional Effectiveness, and the Public Relations Manager (4B5-02). Each member of the president's cabinet meets regularly at the District Management Councils and Campus Committees to ensure all initiatives align with the College's values (4B5-03). The president also facilitates monthly Administrator meetings and quarterly Administrator, Supervisor, and Manager Meetings to ensure broad-based communication and assurance of institutional practices being consistent with the mission and values of the college (4B5-04, 4B5-05). These meetings provide feedback to the president from all levels of leadership within the institution. Board policies and administrative procedures are often discussed and aligned with college institutional practices.

LASC's College Council is the primary participatory governance body for all constituent groups. The broad-based constituency membership provides feedback and recommendations on college issues, including recommendations from other committees. The College Council meets on the first Tuesday of every month (4A3-01). Through the College Council and other participatory governance committees, subcommittees, and taskforces, all institutional initiatives are aligned with LASC's mission, policies, and goals (4A1-01).

The LASC president assures that institutional practices are consistent with the mission policies, including effective control of budget and expenditures. The president has initiated many initiatives at LASC to ensure effective budget and expenditure controls. In 2020, the college employed Cambridge West Partnership to assess the college's fiscal solvency, structure, and controls and develop the LASC Fiscal Recovery and Long-Term Sustainability Report (4A1-03). The president then formed the Fiscal Recovery and Long-Term Sustainability Taskforce to align the report recommendations to the college's overall operational goals (4A1-04). To ensure effective expenditure control tied to the college's personnel costs, the president initiated the Institutional Effectiveness Partnership Initiative (IEPI) to evaluate human resources costs college-wide and develop a Human Resources Restructuring Plan for the campus after the supplemental retirement plan was offered (4A1-10, 4A7-07).

Additionally, the LASC president maintains legal compliance and institutional practices to ensure effective controls of budget and expenditures through the Budget Committee and the Vice President of Administrative Services (4B5-06). Resource allocation requests are aligned with program review and the college's overall mission, vision, and values (1B4-03), complying with all statutes, regulations, board policies, and administrative procedures. All budget recommendations are made to the college president for review and are considered recommendations until they receive approval by the College president in consultation with the Vice President of Administrative Services.

Analysis and Evaluation
The CEO assures the implementation of statutes, regulations, and board policies to ensure that institutional practices are consistent with LASC's mission, vision, values, and policies, including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The LASC president effectively and consistently communicates with internal and external stakeholders served by the institution. With external stakeholders, the college president establishes relationships with and presents to chambers of commerce, neighborhood associations, k-12 school districts, civic leaders, elected officials, business, industry, non-profit, union and other stakeholders (4B6-01, 4B6-02, 4B6-03). The president uses multiple communication channels including social media, email, e-newsletters, annual reports, and videos to communicate frequently and effectively (4B6-04, 4B6-05, 4B6-06, 4B6-07, 4B6-08). With internal constituents, the president communicates regularly through campus-wide emails sent every Monday as well as other

email communications, weekly virtual employee town halls, budget and enrollment summits, informational videos, and FLEX Day (1B9-02, 4B6-09, 4B6-10, 4B6-11, 4B6-12, 4B6-13).

The president is deeply invested in ensuring the campus is available to support and uplift the surrounding community. Through partnerships, numerous organizations are encouraged to come to LASC's campus to provide free resources to the surrounding community including free COVID-19 testing and vaccinations, food distributions, free flu shots, serving as a voting center and more. These services were well received by the community, especially during the COVID-19 pandemic (4B6-14, 4B6-15, 4B6-16, 4B6-17, 4B6-18, 4B6-19, 4B6-20). In addition, LASC has received positive visibility and recognition by local, statewide, and national media (4B6-21, 4B6-22, 4B6-23, 4B6-24).

Los Angeles Southwest College's president also ensures multiple educational events and opportunities are hosted on campus to promote inclusion, diversity, equity, and anti-racism through events celebrating Black History Month, Women's History Month, Hispanic Heritage Month, LGBTQIA+ Pride Month, and other events. This is done in partnership with the Associated Students Organization, Cultural Heritage and Arts Events and Advisory Collective (CHA), campus and surrounding community (4B6-25, 4B6-26, 4B6-27, 4B6-28, 4B6-29). The president relates to external factors affecting students, classified professionals, faculty, administrators and community members and addresses concerns in a timely manner. This includes demonstrated sensitivity and communication around social issues like immigration, racial protests, COVID-19, and other critical issues (4B6-30, 4B6-31, 4B6-32, 4B6-33).

The president formally reports to the Board of Trustees at regularly scheduled board meetings and contributes vital LASC information to the Chancellor's Monthly Report shared with the Board of Trustees (4B6-34). This report is also publicly shared on the District website providing updates on internal and external information to all constituencies and communities served by the LACCD. The LASC president also meets regularly with the LASC Foundation Board on a monthly basis to discuss fundraising and foundation activities (4B6-35).

When the COVD-19 global pandemic began, the LASC president began daily, then weekly EOC/ICS Meetings including all campus and union leadership to ensure broad-based communication across constituencies (4B6-36). The president also began weekly virtual town halls for both students and employees to share vital information, COVID-19 updates, and other relevant updates to the college community (4B6-37, 4B6-38).

Los Angeles Southwest College's president is also a regional, statewide, and national leader as a representative of the LASC and its community. Examples of the president's leadership include participation in the Community College League for California, California Community College Women's Caucus, the Los Angeles/Orange County Regional Consortium, League for Innovation, and American Association for Community Colleges (4B6-39, 4B6-40, 4B6-41). The president delegates communication effectively by directing the Office of Public Relations to support all communication efforts. The president also instills a sense of pride and celebration through annual events hosted by the President's Office (4B6-42).

Analysis and Evaluation
Los Angeles Southwest College's president has developed strong and effective relationships with internal and external communities. The college president consistently and effectively communicates with all partners, students, the campus community, chancellor, and Board of Trustees.

Conclusions on Standard IV.B: Chief Executive Officer
The president fulfills the leadership and governance responsibilities documented by Board policies, administrative procedures, and statutes as required by the ACCJC Accreditation general provisions within this standard. Los Angeles Southwest College's president is responsible for the institutions planning, organizing, budgeting, personnel selection, institutional effectiveness and accreditation; engaging the campus constituents to assure compliance with all accreditation requirements. The CEO also guides institutional improvements to teaching and learning by assuring quality research to allow for data-informed decision-making opportunities. The president is communicative, consistent, and uses multiple modalities to ensure all constituencies are informed and engaged with participatory processes. Los Angeles Southwest College's president is visible and engaged within the internal and external campus communities communicating frequently with the communities that the institution serves, including advocacy at the regional, state, and national levels. The President empowers campus leaders and the Budget Committee to ensure effective control of budget and expenditure. The president has continuously invested in overseeing and evaluating the institution's structure, ensuring the college is right-sized and able to fulfill LASC's missions, vision and purpose, while delegating authority as needed.

Evidence List Standard IV.B

Standard IV.B.1
4A1-01_PartDecnMakHndbk
4A1-11_PRTSummaryReport
4A3-01_CCOpAgrmt
4B1-01_PresAnnouncement
4B1-02_PresCnsltAcadSenate
4B1-03_AcadSenateMeetings
4B1-04_PresCnsltUnionLdrshp
4B1-05_PresCnsltASO
4B1-06_PresCabinetAgenda
4B1-07_BP7120
4B1-08_HRGuideR120
4B1-09_PresFinalInterviews
4B1-10_AP7120
4B1-11_FHPCReport
4B1-12_FHPPresResponse
4B1-13_SenateRlsTimeAsgmts
4B1-14_EqtyAllianceA2MEND
4B1-15_EqtyAllianceReg

4B1-16_A2MENDTraining
4B1-17_A2MENDAnnualConf
4B1-18_LdrshpTeamRetreat
4B1-19_LdrshpTeamAtndList
4B1-20_PresOfficeRetreat
4B1-21_TrainTrainerLdrshpOp
4B1-22_IEPIRequestLetter
4B1-23_IEPIPlan

Standard IV.B.2
4A1-01_PartDecnMakHndbk
4A2-04_BudgetOpAgreement
4A3-01_CCOpAgrmt
4A3-04_BudgetCommMinutes
4A3-08_FPCMinutes
4A3-13_SEAPACOpAgrmt
4A3-14_SEAPMinutes
4A7-05_HRTskFrc
4A7-07_HRRestPlanUpdate
4A7-09_HRPlan
4B1-04_PresCnsltUnionLdrshp
4B2-01_SRPInfo
4B2-02_SRPFAQ
4B2-03_HRPlanComn

Standard IV.B.3
1A2-01_20212026SEMP
1B1-04_StratPlanRetreat
1B3-01_InstitutionSetStd
1B3-05_ISSDashboardData
1B3-06_CollegeFactBook
1B4-03_ResourceAllocHandbk
1B6-03_DisagDashboardData
4A1-01_PartDecnMakHndbk
4A6-07_PresidentsPriorities
4B3-01_SEAPFundRqstForm
4B3-02_SEAPFundRubric
4B3-03_FactSheet
4B3-04_DataRqstForm
4B3-05_PresMondayComn

Standard IV.B.4
1B8-01_OnlinePresence
1C1-07_ACCJCMidtermReport

4A1-01_PartDecnMakHndbk
4A1-02_AB1725
4B4-01_AcredFollowUp
4B4-02_AcredUpdate
4B4-03_AcredCommAgenda
4B4-04_PresidentsCabinet
4B4-05_AcademicSenate
4B4-06_CollegeCouncil
4B4-07_ISERTraining
4B4-08_CCemailApprvl
4B4-09_AcredCommTimeline
4B4-10_AccredTeams
4B4-11_AcredCommAgenda
4B4-12_AcredTriChairResp
4B4-13_AccreditationNews
4B4-14_CampusUpdates
4B4-15_AcredMeetUpdate

Standard IV.B.5
1B4-03_ResourceAllocHandbk
4A1-01_PartDecnMakHndbk
4A1-03_2020FsclRecReport
4A1-04_FsclRecTskfrcCharge
4A1-10_2021IIandEPlan
4A3-01_CCOpAgrmt
4A7-07_HRPlan
4B5-01_ChnclrCabinetAgenda
4B5-02_PresCabinetAgenda
4B5-03_DistrictCollegeComm
4B5-04_AdminMeeting
4B5-05_SprvrsMeeting
4B5-06_BudgetCommAgrmnt

Standard IV.B.6
1B9-02_BudgetEnrlSummit
4B6-01_WAthensWstmntTskfrc
4B6-02_BusinessBreakfast
4B6-03_PrincipalsBreakfast
4B6-04_Instagram
4B6-05_Twitter
4B6-06_CougarConnection
4B6-07_LASCAnnualRprt
4B6-08_YouTube

4B6-09_PresMondayComn
4B6-10_PresEmailComn
4B6-11_VrtTwnHalAgenda
4B6-12_YouTubePresWelcome
4B6-13_SpringFlex
4B6-14_CovidTestingEvent
4B6-15_COVID19 Vaccination
4B6-16_FoodDistribution
4B6-17_ThnxGvnFoodDist
4B6-18_FoodForAll
4B6-19_FluClinic
4B6-20_VotingCenter
4B6-21_LASentinel
4B6-22_PBIGrantNwsRlse
4B6-23_NBCLosAngeles
4B6-24_ABC7LA
4B6-25_HHM
4B6-26_ASOHHM
4B6-27_BHM
4B6-28_WHM
4B6-29_LGBTQPlus
4B6-30_StmntUnrestWashDC
4B6-31_ChristchurchMosque
4B6-32_PresMondayComn
4B6-33_StdntsPandemicMsg
4B6-34_ChnclrMnthlyRprt
4B6-35_FoundationBoardMeet
4B6-36_EOCICSCronavirusMeet
4B6-37_EmployeeVrtTwnHall
4B6-38_StudentVrtTwnHall
4B6-39_CEOSLPAdvsryComm
4B6-40_CEOSCFFTskfrc
4B6-41_AspenInstituteCEP
4B6-42_CelebCougarsEvnts

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
The Los Angeles Community College District was established in 1967 through legislative action that included the establishment of a Board of Trustees (DIVC1-01). The Board has established policies that cover the District, Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Resources and Human Resources. Board policies in chapter 2 express the authority and responsibility of the Board and its members. Board Policy 2200 (BP 2200) specifically defines the Board duties and responsibilities including monitoring fiscal health, institutional performance and educational quality (DIVC1-02). BP 2410 indicates the process for creation and regular review of Board Policies (DIVC1-03).

The Board assures its role through actions taken in regular occurring monthly meetings (DIVC1-04, DIVC1-05) and through an established committee structure defined in Board Policy 2220 (DIVC1-06). The committees are structured to ensure the Board has relevant and timely information to act on all policy matters and ensure academic quality and fiscal integrity. The Board meeting and Subcommittee minutes demonstrate its commitment to academic quality and fiscal integrity (DIVC1-07, DIVC1-08, DIVC1-09, DIVC1-10). In addition, the Board's annual retreat has established goals relevant to academic quality and financial stability (DIVC1-11).

Analysis and Evaluation
Board Policies provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. The Board approval of the District Mission and Strategic Plan, College Missions and Master Plans, and Board Goals set the direction for continuous improvement in student learning, academic and support programs and organizational effectiveness. The Board provides regular oversight through regular meetings, subcommittees and Board policy actions.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Board is committed to an ethical code (DIVC2-01), which includes recognizing "that governing authority rests with the entire Board, not with me as an individual." All Board members go through an orientation that explains Board Policies and the role of individual members (DIVC2-02, DIVC2-03, DIVC2-04, DIVC2-05). These efforts ensure that all Board members are aware of the ethical code and the requirement to act as a collective entity. To further educate the Board on these standards, the Board goals call for Board members to engage in regular board development and ACCJC Standard IV Training (DIVC1-11). ACCJC training was provided during a public session to meet this goal (DIVC2-06).

Analysis and Evaluation
Board policy makes clear the expectations for the Board to act as a whole. Board members engage in active dialog and debate prior to making decisions and stand behind the final board action once taken. The Board conducts an annual self-evaluation including areas of Board interactions and sets goals as needed for improvement on any areas of weakness.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board is in the process of updating all Board Policies to the Community College League of California model. The current policy for the selection of the Chancellor resides in Board Rule 10309 (DIVC3-01 pgs. 14-18). The current policy for the evaluation of the Chancellor resides in Board Rule 10105.13 (DIVC3-02). The revised policies and number for the selection (BP 2431) and evaluation of the Chancellor will be labeled BP 2431 and BP 2435 respectively, upon approval of the Board.

The policy on the selection of the Chancellor includes the development of the committee, the committee review process, and the final review process. The Board makes the final decision on the employment of the Chancellor. Chancellor expectations are set by the board through the board goals, board self-evaluation process, chancellor's evaluation (DIVC1-11). In accordance with Board Policy, the evaluation of the Chancellor occurs annually, culminating with a recommendation for contract renewal (DIVC3-03, DIVC3-04). The current Chancellor has been in office since 2014.

AP 7120 defines the selection process for College Presidents (4B1-10). The procedure on the selection of the College Presidents includes the development of the committee, the committee review process, and the final review process. The Chancellor advises the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists and shall make his or her recommendation regarding which candidate is best suited for the position. The Board, in consultation with the Chancellor, makes the final selection which is approved by the Board in open session (DIVC3-05). All contract renewals are based on annual evaluations with final approval by the Board (DIVC3-06).

The evaluation procedures for College Presidents and other executive academic staff are included in E210 (DIVC3-07). Annual evaluations (DIVC3-08) review the performance of the senior academic executives through the use of the district's Self-Assessment Instrument (DIVC3-09). The individual being evaluated is provided the opportunity to assess his/her performance over the past year, to assess his/her progress or attainment of the prior year's annual goals, and to update annual goals for the upcoming year. Comprehensive evaluation reviews take place at least once every three years. The Comprehensive evaluations incorporate information gathered from a contributor group of District employees through a structured data collection process. The data collection process uses the district's Senior Academic Executive Evaluation Data Collection Instrument (DIVC3-10). Contributor groups include faculty, staff and administrative representatives.

AP 7120 also describes the process for selecting interim administrative positions, inclusive of the College President. The Chancellor, or their designee, can authorize the direct appointment of an internal employee to fill a vacancy caused by the permanent or sustained absence of an incumbent for the period necessary to conduct a selection process for the permanent role. The current College President has been in place since July 6, 2022, with the previous president having been in office from July 1, 2018, through June 30, 2022.

Analysis and Evaluation
The process for selection and evaluation of the Chancellor is clearly defined in Board Policies. College Presidents are also selected and evaluated in accordance with Board Policy and Administrative Procedures. These policies are clearly defined and implemented based on the defined timing and criteria.

4. **The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard
The Board is comprised of seven trustees elected by the public to represent the interests of the District as a whole (DIVC4-01). In addition, the Board includes a student trustee with advisory capacity to provide the student perspective on key issues of educational quality (DIVC4-02, DIVC4-03).

BP 2200 (DIVC1-02) specifies the Board's role in protecting the public interests, specifying that "The Board is an independent policy-making body that reflects the public interest in Board activities and decisions." In addition, BP 2710 (DIVC4-04) defines the Board's responsibilities to avoid conflicts of interest and BP 2715 (DIVC2-01) provides ethical rules for protecting the district from undue influences. The Board holds monthly regular meetings that are open to the public and allow for public comment on any items on the agenda, as well as any off the agenda (DIVC4-05, DIVC1-05). In addition, members of the public may request an item on the agenda for Board consideration (DIVC4-06).

Each Board member completes a statement of economic interests in accordance with law and BP 2710 (DIVC4-04). These forms are submitted annually to ensure the Board is free of undue influence. In addition, the Board has a detailed process for sanctions of any Board member who violates the Code of Ethics (DIVC2-01). Furthermore, the Board conducts a regular self-evaluation in public session to determine any areas in which the Board needs to improve and allows the public access to the evaluation process (DIVC4-07, DIVC4-08, DIVC4-09).

Analysis and Evaluation
As members of an elected Board, the Trustees serve the public interest and not those of any specific group or constituency. The Board has detailed Policies defining the Board role and protecting members from undue influence. The Board holds monthly meetings and subcommittee meetings that allow for public participation and dialog on District issues. Transparency and public decision-making ensure that decisions are made in the best interest of the District and without conflicts of interest.

5. **The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The Board is responsible for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, as well as monitoring fiscal health, and institutional performance, and educational quality (DIVC1-02). The District transitioned to the Community College League model for Board Policies and Administrative Procedures. During this period the Board was briefed on the transition process (DIVC5-01). As described in Standard IV.C.1, subcommittees are actively engaged in the review of Board Policies and the assurance of quality in core areas:

Committee	Area of Policy Oversight
Committee of the Whole	The Committee of the Whole shall consist of all members of the Board of Trustees. The Vice President of the Board shall be the chairperson of the Committee of the Whole. The charge for the Committee of the Whole shall be to review District-wide standards and performance for efficiency and quality.
Institutional Effectiveness and Student Success Committee	Accreditation, planning, curriculum matters, and all issues affecting student success, academic policies and programmatic changes.
Budget and Finance Committee	Board's adoption of budget and financial reports as required by law, review general financial considerations and potential consequences to the District, and review the work of the Internal Audit Unit.
Legislative and Public Affairs Committee	Potential legislative initiatives and potential and pending legislation that may affect the District's interests
Facilities Master Planning and Oversight Committee	Policy guidance and program oversight for the maintenance and review of physical infrastructure tied to educational master plans, LACCD Sustainable Building Program, review and approval of college master plans, district energy and sustainability goals, bond program management, compliance with the California Constitution and District cost principles, and project design concepts.

The Board sets all policies for the District, including those ensuring the quality and integrity of academic programs and fiscal integrity (DIVC1-03). The Board establishes the District Mission (DIVC5-02), which serves as the central guiding principle for decisions on policy and actions in day-to-day operations. Throughout the process, the Board was actively dialoging on setting policies that would lead to improvements in the quality of the District and in student learning. To operationalize the Mission and provide metrics for improved institutional quality, the Board approved the District Strategic Plan (DIVC5-03), College Mission statements (DIVC5-04,

DIVC5-05) and College Educational Master Plans (DIVC5-06) in alignment with the District Mission.

The Board IESS regularly reviews academic issues and recommends for approval the District and College Educational and Strategic Plans (DIVC5-07). IESS also reviews college outcomes, including Institutional Set Standards and Stretch Goals on a regular basis (DIVC5-08). Budget and Finance Committee regularly reviews the District's long-term and short-term fiscal standing (DIVC5-09). In addition, the board self-evaluation and its resulting goals are focused on educational quality, improvement, and fiscal stability (DIVC4-07, DIVC4-08, DIVC4-09, DIVC1-11). These goals fall in the key priority areas of: Ensure District Sustainability; Addressing Student Basic Needs; Creating Greater Equity and Inclusion; and COVID, Racial Equity and Social Justice.

Analysis and Evaluation
The Board has policies in place that align with the District Mission. In addition, multiple policies ensure that the Board has policies in support of institutional effectiveness and has processes to approve District and College Educational Master Plans. The Board utilizes its general meetings and its subcommittee structure to ensure that Board members are informed and have the opportunity for appropriate oversight of student success, academic quality and fiscal integrity. The Board establishes goals in areas needing improvement and exercises its responsibility for academic quality, legal matters, and financial stability through the operations of the Board defined in policy.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The Board defines its size, duties, responsibilities, structure and operating procedures in Chapter 2 of the Board Policies:

Area of Policy	Board Policy
Board Size	BP 2010 Board Membership (DIVC1-01) BP 2015 Student Trustee (DIVC4-02)
Board Duties and Responsibilities	BP 2200 Board Duties and Responsibilities (DIVC1-02) BP 2410 Board Policies and Administrative Procedures (DIVC1-03)
Board Structure	BP 2210 Officers (DIVC6-01) BP 2220 Committees of the Board (DIVC1-06)
Board Operating Procedures	BP 2305 Annual Organizational Meeting (DIVC6-02) BP 2310 Regular Meetings of the Board (DIVC4-05) BP 2315 Closed Sessions (DIVC6-03) BP 2330 Quorum and Voting (DIVC6-04) BP 2340 Agendas (DIVC4-06) BP 2355 Decorum (DIVC6-05) BP 2430 Delegation of Authority to the Chancellor (DIVC6-06) BP 2610 Presentation of Initial Collective Bargaining Proposals (DIVC6-07)

	BP 2716 Board Political Activity (DIVC6-08) BP 2720 Communications Among Board Members (DIVC6-09) BP 2745 Board Self-Evaluation (DIVC6-10)

The Board Policies are housed publicly on BoardDocs (DIVC6-11), which is accessible from the District home page (DIVC6-12).

Analysis and Evaluation
The Board has published policies that define the composition of the Board, its responsibilities and its operational procedures. The Board adheres to these policies and is actively engaged in their development, review and approval (DIVC6-13).

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Board acts in a manner consistent with its policies. Regular meetings are held monthly (DIVC7-01) and established subcommittees meet regularly in accordance with policy (DIVC7-02). The Board has annual self-evaluations to determine the degree to which it is operating effectively as a Board and establish goals for improvement (DIVC4-07, DIVC4-08, DIVC4-09).

As part of its process of continuous improvement, the Board has conducted a restructuring of all Policies to come in line with current standards. The previous eighteen chapters of Board Rules were converted to 7 Chapters of Board Policies in alignment with the Community College League of California model policies, Accreditation Standards, and state and federal laws (DIVC7-03). Constituent groups evaluated the reformatted Board Policies, made revisions, and approved recommended changes to the Board (DIVC7-04, DIVC7-05). The Board approved the newly reformatted chapters and rescinded legacy policies (DIVC7-06). The Board reviewed Chapter 2, which are policies regarding Board operations, and approved the new Board Policies (DIVC6-13).

The Office of General Counsel maintains an ongoing schedule for review of all Board Policies and initiates the process according to the established schedule (DIVC7-07). If no changes are necessary, the Board reviews and reaffirms the existing language on a three-year cycle. The Governance handbook allows for consultation groups to initiate a change whenever deemed necessary (4A2-08, 4A2-01). Recommended changes are brought forward to the Board for approval.

Analysis and Evaluation
The Board is responsible for the approval of all policies and has delegated the Chancellor to conduct regular reviews of all Board Policies and bring revisions to the Board for approval, or reaffirmation for those requiring no changes (DIVC1-03). The District Office of General Counsel is responsible for tracking the review of Board Policies and ensuring they are consistent with law and the operations of the District (4A2-08). All Policies are reviewed for effectiveness and brought to the Board for review through noticing (DIVC7-08) and approval of the Board (DIVC7-06), and

for more detailed review at the subcommittee level as needed (DIVC7-09). The Board is informed in their decision-making by a system of consultation (4A2-01) to assure that faculty, staff, and students have had an opportunity to provide input. The Board Policies and Administrative Procedures are tracked with a creation date and the date of last revision or reaffirmation (DIVC7-10, DIVC7-11).

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board is actively engaged in oversight of student success and meeting college and District goals, which include concrete metrics for student learning and achievement. The main means of accomplishing the reviews of key indicators is through the Institutional Effectiveness and Student Success Committee. This committee of the Board oversees areas of accreditation, planning, curriculum, and all issues affecting student success, academic policies and programmatic changes (DIVC1-06). The IESS has regular reviews of progress made on the District Strategic Plans (DIVC8-01, DIVC8-02). In addition, the committee regularly works with staff to review success issues of important (DIVC8-03, DIVC8-04).

The committee forwards formal recommendations on student success issues to the full Board. This includes the approval of college success targets (DIVC8-05). The Board also uses the Committee of the Whole to investigate important student success subjects (DIVC8-03, DIVC8-06). Furthermore, the Board is provided with updated achievement data during the Board self-evaluation to determine the degree to which Board Goals have been met and to establish new measurable targets (DIVC1-11).

Analysis and Evaluation

The Board uses its established subcommittee structure to regularly review student achievement and learning outcomes. In addition, the Committee of the Whole frequently reviews topics of student success to allow all Board members the opportunity to engage in these issues. The annual self-evaluation process also includes a review of student outcomes and institutional effectiveness for use in the establishment of goals for the improvement of academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board policy calls for terms to be staggered so that as near possible half of the board members are elected every two years (DIVC4-01). Board members are elected to a four-year term with elections occurring every two years, falling in the odd numbered years beginning in 1969, and alternating between seats 1, 3, 5, and 7 and seats 2, 4, and 6. New Board members are provided a thorough orientation, defined in Board Policy 2740 (DIVC9-01), that includes a review of the roles and responsibilities of Trustees (DIVC4-07, DIVC4-08, DIVC4-09).

In addition to the orientation, BP 2740 calls on trustees to participate in conferences and other training opportunities. Board members frequently attend training opportunities with the Community College League of California and Association of Community College Trustees (DIVC9-02, DIVC9-03). These events include various strands of development surrounding institutional effectiveness, student success and innovative means for supporting students (DIVC9-04). Board members also participate in development opportunities on specific issues related to students, such as basic needs, support of underrepresented students and other success areas (DIVC9-05, DIVC9-06). The Board also uses its Committee of the Whole to engage in more detailed discussion and development on core issues (DIVC9-07, DIVC9-08).

Analysis and Evaluation
The Board has established policies to provide members with an initial orientation and ongoing opportunities for professional development through conference attendance. The Board has regularly attended conferences and participated in state and national organizations focused on community college effectiveness. The Board utilizes its Committee of the Whole to educate the Board on important issues and gain insights into critical issues facing the District and its students.

10. **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard
The Board has defined its self-evaluation process in policy and annually establishes goals and reviews progress toward accomplishing goals (DIVC6-10). The Chancellor works with the Board to establish a self-evaluation instrument for use in the evaluation process (DIVC4-08). The Board conducts its evaluation and subsequent planning in public with members of constituency groups present to participate in the process (DIVC10-01, DIVC10-02). The self-evaluation and its resulting goals are focused on educational quality and improvement and fiscal stability (DIVC4-07, DIVC4-09, DIVC1-11).

Analysis and Evaluation
The Board has established policies dictating annual self-evaluations and goal setting. The Board has adhered to its policies and conducted annual self-evaluations resulting in Board goals. These goals are incorporated in the evaluation process for the Chancellor and are aligned with the District Strategic Plan.

11. **The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

Evidence of Meeting the Standard
BP 2710 specifies that Board members may not be an employee of the District and must resign prior to being sworn into office (DIVC4-04). This policy also indicates that Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or board of which they are members. Board Policy 2710 also calls for each Board member to complete an economic interest form to ensure that there are no economic interests that interfere with the integrity of board operations (DIVC4-04). The Board members annually submit these disclosures (DIVC11-01). The Board also has policies defining the Code of Ethics for the Board that includes preventing conflicts of interest (DIVC2-01). The Policy provides a detailed process for initiating sanctions on any member violating the conflict of interests.

In addition, Board Policy establishes the Internal Audit Department which conducts reviews of actions to ensure adherence to Board Policy on a regular schedule and when initiated by whistleblower reports (DIVC11-02). The policy calls for complaints made regarding the Board of Trustees acting as a whole will be referred to the State Chancellor's Office. In the event that the report involves conduct by the Chancellor or an individual Trustee, the report will be delivered to the General Counsel, who will have the responsibility to place it on the next available Board agenda for a report to the Board of Trustees as a whole to conduct a review in adherence to Board Policy 2715 (DIVC2-01).

Analysis and Evaluation
The Board has policies in place that disallow Board members to be employed by or engage in a contract with the District. Policies are also in place that provide a Code of Ethics and a process for adjudicating any reported violations. In addition, the District has a process through the Internal Audit Department that allows for public reports of violation of policy. This process allows additional checks and balances to ensure that the ethical code is adhered to and there are no conflicts that prevent the Board from operating in the best interest of the District. The Board adheres to its policies and annually submits economic interest disclosures for public review.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
The Board has delegated authority to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (DIVC6-06). Furthermore, the Board has empowered the District to enact administrative procedures necessary to implement existing board policies (DIVC1-03). Policy dictates that the Chancellor provides information requested by the Board and acts as a professional advisor to the Board on policy formation (DIVC6-06). The Chancellor provides this information through the executive staff supporting the Board subcommittees and regular Chancellor reports at regular meetings of the Board (DIVC12-01).

The Board makes expectations for the Chancellor clear through the self-evaluation and Board Goal setting process (DIVC1-11). Board policy dictates that the Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be

determined in annual goal-setting sessions (DIVC6-06). This process ensures that the Chancellor is held accountable for the administration of the District and the completion of the Board Goals. This process is further communicated in the District Governance Handbook (4A2-08), which defines the role of the Chancellor and the Chancellor's executive staff.

Analysis and Evaluation
The Board has established policies delegating authority for the operations of the District and implementation of Board policies and goals. The Board has a process for annual review of institutional data, the establishment of board goals, and the evaluation of the Chancellor based on board goals. The Chancellor provides the Board with all relevant information for the formation of policy and Board-level decision-making. The Chancellor is empowered to act without interference from the Board in the best interests of the district.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board is provided with information on the role of the Board in their initial orientation (DIVC2-02, DIVC2-03, DIVC2-04, DIVC2-05). In addition, the Board has established Board education on accreditation as one of its Board Goals (DIVC1-11). To meet this goal, the Board received training by the ACCJC on accreditation and the Board's role (DIVC2-06, DIVC13-01).

The Board utilizes its Institutional Effectiveness and Student Success Committee to review all accreditation related topics (DIVC1-06). The IESS has reports on any status change for college accreditation, at the conclusion of every site visit and when documents are submitted to the ACCJC (DIVC13-02). The Board as a whole is presented with and approves all accreditation reports (DIVC13-03).

Analysis and Evaluation
The Board is actively engaged in accreditation for the colleges within the District. The IESS committee reviews materials related to accreditation and provides updates when there are status changes. Board members receive information on accreditation through the orientation process and the Board, as a whole, reviews and approves accreditation reports prior to submission. The Board has also requested and received additional training as part of its self-evaluation and goal setting process.

Conclusions on Standard IV.C: Governing Board
The Los Angeles Community College District has established Board Policies defining the composition of the Board and its duties. The Board shows a deep commitment to institutional effectiveness, sound financial decision-making, and the success of the colleges and students throughout the District. Its commitment to be informed on all aspects pertaining to the District under its purview is demonstrated through its committee structure which allows for Board dialog

on issues such as budgets and finances, facilities development and maintenance, legislative affairs, student success, and institutional effectiveness. The Board through its operations has lived its commitment to the mission of the District, consistently striving for improved student outcomes, equitable access and achievement, and expansion of student and community support services.

The Board has demonstrated regular policy development and review through its adoption of the Community College League of California model Board Policies and through its years-long process of evaluating new Board Policies to ensure that effective use of policy-level language is consistent with the mission to ensure the quality, integrity, and improvement of learning programs and student services. This process was launched in alignment with the District's Strategic Plan and Board Goals.

The Board has approved budget policies and a Budget Allocation Model for the effective allocation of funds and resources necessary to support learning programs and student services throughout the District. The Board has delegated responsibility and authority to the Chancellor to implement Board Policies and ensure effective operations of the District and its colleges. The Board conducts its business in a public and transparent fashion within its established Board Policies. The Board engages in robust dialog on the needs of the District and recognizes that authority rests with the Board as a whole and not with individual Trustees.

The Board has a consistent and ongoing process of self-evaluation, integrated with the establishment of Board Goals. These goals are established in support of institutional effectiveness and to promote student access and achievement. The Board works through the Chancellor to operationalize responses to these goals and holds him accountable for associated results. Board members engage in an initial orientation and ongoing training to support understanding of their roles and responsibilities. The Board has policies in place to prevent undue influence and conflicts of interest. The Board conducts its business within the constructs of its policies and in support of the success of the District and its colleges.

Evidence List Standard IV.C

Standard IV.C.1
DIVC1-01_BP_2010
DIVC1-02_BP_2200
DIVC1-03_BP_2410
DIVC1-04_BOT_Mtg_Schedule
DIVC1-05_BOTAgenda050521
DIVC1-06_BP_2220
DIVC1-07_BudFinCmtMins012021
DIVC1-08_FMPOCMins111820
DIVC1-09_IESSMins021721
DIVC1-10_LegPubMins031721
DIVC1-11_BoardGoals22

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DIVC1-11_BoardGoals22
DIVC2-01_BP_2715
DIVC2-02_BOTOrientation
DIVC2-03_BOTOrientationProc
DIVC2-04_BOTStudentOrient21
DIVC2-05_BOTStudentCM
DIVC2-06_BOT_ACCJC_051721

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4B1-10_AP7120
DIVC1-11_BoardGoals22
DIVC3-01_BR_10309
DIVC3-02_BR_10105_13
DIVC3-03_BOTSpecMtg012022
DIVC3-04_ChanEmpApproval
DIVC3-05_ELACPresAppt
DIVC3-06_PresContractExt
DIVC3-07_HR_E-210
DIVC3-08_BOT_CS_011222
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DIVC4-01_BP_2100
DIVC4-02_BP_2015
DIVC4-03_StudentTrusReso
DIVC4-04_BP_2710
DIVC4-05_BP_2310
DIVC4-06_BP_2340
DIVC4-07_BOTSpecMtg012222
DIVC4-08_BOTSelfAssess0122
DIVC4-09_ACCTPresentation

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DIVC4-07_BOTSpecMtg012222
DIVC4-08_BOTSelfAssess0122
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DIVC5-03_BOT_DSP011018pg99
DIVC5-04_IESSAgen011922
DIVC5-05_BOT_LAMC020222
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DIVC5-07_IESS_SEMP081920
DIVC5-08_IESS_Agenda31622
DIVC5-09_BudFin051921

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DIVC1-01_BP_2010
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DIVC1-03_BP_2410
DIVC1-06_BP_2220
DIVC4-02_BP_2015
DIVC4-05_BP_2310
DIVC4-06_BP_2340
DIVC6-01_BP_2210
DIVC6-02_BP_2305
DIVC6-03_BP_2315
DIVC6-04_BP_2330
DIVC6-05_BP_2355
DIVC6-06_BP_2430
DIVC6-07_BP_2610
DIVC6-08_BP_2716
DIVC6-09_BP_2720
DIVC6-10_BP_2745
DIVC6-11_BPs_on_BoardDocs
DIVC6-12_LACCD_Website_Home
DIVC6-13_BOTApprCh2Policies

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DIVC1-03_BP_2410
DIVC4-07_BOTSpecMtg012222
DIVC4-08_BOTSelfAssess0122
DIVC4-09_ACCTPresentation
DIVC6-13_BOTApprCh2Policies
DIVC7-01_BOTMtgSchedBDocs
DIVC7-02_SubcmtMtgPostings
DIVC7-03_BP_AP_Matrix

DIVC7-04_DASCh5Approval
DIVC7-05_SACCh5Approval
DIVC7-06_BOTCh4Approval
DIVC7-07_BP_2410
DIVC7-08_BOT_Noticing
DIVC7-09_IESSCh4Review
DIVC7-10_BP_2900
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DIVC1-11_BoardGoals22
DIVC8-01_IESSStudOut051921
DIVC8-02_IESS_Award_Trends
DIVC8-03_AB_705_English
DIVC8-04_IESS_Equity_Plans
DIVC8-05_BOTRevLocalGoals
DIVC8-06_COW_AAOI

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DIVC4-01_BP_2100
DIVC4-07_BOTSpecMtg012222
DIVC4-08_BOTSelfAssess0122
DIVC4-09_ACCTPresentation
DIVC9-01_BP_2740
DIVC9-02_BOT_PD040319
DIVC9-03_BOT_PD010820
DIVC9-04_ACCT2019
DIVC9-05_BOT_PD100219
DIVC9-06_BOT_PD120419
DIVC9-07_COW_AB705_042419
DIVC9-08_COWBudEnroll060320

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DIVC11-01_Form700
DIVC11-02_BP_6410

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DIVC6-06_BP_2430
DIVC12-01_ChanRptpg16

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DIVC1-11_BoardGoals22
DIVC2-02_BOTOrientation
DIVC2-03_BOTOrientationProc
DIVC2-04_BOTStudentOrient21
DIVC2-05_BOTStudentCM
DIVC2-06_BOT_ACCJC_051721
DIVC13-01_BOTACCJCTrain051621
DIVC13-02_IESS_Midterm012220
DIVC13-03_BOT_ACCJC_020520

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The Los Angeles Community College District is a nine-college system led by the Chancellor, serving as the District CEO. The Chancellor establishes expectations for educational excellence through the development of the District Strategic Plan (DIVD1-01) and through the establishment of a clear vision for District success and equity (DIVD1-02). In addition, the Chancellor works with the Board to articulate annual goals aligned with the District Strategic Plan that support and enhance success and effectiveness (DIVD1-03).

Board Policy 2430 delegates the executive responsibility of administering Board policies to the Chancellor (DIVD1-04). Any administrative action required by decisions of the Board are the purview of the Chancellor. Board Policy 2430 specifies that the Chancellor may delegate duties that have been entrusted to him, but the Chancellor remains responsible to the Board for all delegated duties. The duties and responsibilities of the Chancellor are determined in annual goal

setting and evaluation sessions with the board of Trustees. The Chancellor acts as the professional advisor to the Board of Trustees on policy matters.

The District has clearly established roles in policy that provide for the delegation of authority to College Presidents for operations of the colleges. Board Policy 6100 delegates authority to the Chancellor to supervise the general business of the District, including the administration of district property, procurement, budget, accounting, audits, and the protection of assets and persons (DIVD1-05). The Chancellor has the authorization, granted to him by Board Policy 7110 to authorize employment, job responsibilities and other personnel actions, as well as following regulatory laws and Board policies and administrative procedures (DIVD1-06).

The Chancellor accomplished his responsibilities by hiring and deploying an executive team, a President at each College, a deputy Chancellor, and vice chancellors at the Educational Service Center (ESC aka district office). This group is also known as the Chancellor's Cabinet

Analysis and Evaluation
The District has a thoroughly defined system of responsibility that delineates the functions of the District administration and the College administration. The Chancellor has delegated authority from the Board of Trustees to administer Board policies. The Chancellor has delegated his authority to manage the operations of the Colleges and the ESC to his Cabinet.

2. **The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard
The ESC provides centralized support to all Colleges through the Chancellor's Office, Deputy Chancellor's Office, Educational Programs and Institutional Effectiveness, Human Resources, Business Services, Information Technology, Fiscal Services, Facilities Planning and Development, Personnel Commission, and the Office of General Counsel. The charge of the District Planning Committee (DPC) is focused on the development, implementation and evaluation of the District Strategic Plan. The committee also coordinates District and College planning and presentations of institutional effectiveness reports related to the fulfillment of the District Strategic Plan as well as state institutional effectiveness requirements. The DPC also coordinates the evaluation of District Shared Governance processes and facilitates the sharing of institutional best practices (DIVD2-01).

The District Accreditation Committee reviewed and revised the District and College responsibilities and approved changes occurring since the last accreditation cycle (DIVD2-02, DIVD2-03). This process ensures that College and District groups are aware of their responsibilities and are mutually working to meet Standards.

In order to assure that the District is supporting the Colleges in achieving their missions, the District conducts ongoing evaluations of service and functionality. These evaluations occur through the regular consultation processes, unit specific evaluations, and regular occurring service surveys. The District has an evaluation process that includes surveying users of District services to determine their overall effectiveness. Through these processes there is regular feedback from College groups on District support, which are used to improve service and support for Colleges. The details of these evaluations are provided in Standard IV.D.7 (DIVD2-04, DVID2-05).

Analysis and Evaluation
The District provides support to Colleges through the divisions in the Educational Service Center. The District has processes to continually assess its service to the colleges, which include multiple venues for college representatives to make recommendations for improvement. The results of evaluations are used for improvements and to enhance functional support to the colleges in order to achieve their missions.

3. **The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard
The District has a process for allocating sufficient resources to the Colleges. The Budget Allocation Model was developed and approved through District Governance (DIVD3-01, DIVD3-02) and all recommended changes are approved by the Chancellor. The current Budget Allocation Model was the result of a regular cycle of evaluation and created to take into consideration the new Student-Centered Funding Formula. The Executive Committee of the District Budget Committee (ECDBC) membership ensures that there are perspectives of small and large colleges and data are reviewed at the college level in the assessment of the model (DIVD3-03). Governance groups regularly review allocation processes and policies, including college deficit and debt. DBC recommended and the Board approved a new debt policy (DIVD3-04) that takes into consideration the needs of the colleges, cost controls, and accountability (DIVD3-05).

The LACCD most recent annual audit demonstrates the district reviews and controls system-wide expenditures. District budgeting processes are so stable that the District has had 30 years of unqualified and unmodified audits (DIVD3-06).

Analysis and Evaluation
The District has an approved allocation model that focuses on providing resources to Colleges to support the college missions and effective operations. The model includes sufficient reserves to ensure sustainability at the college-level as well as Districtwide. The District has a comprehensive system of monitoring expenditures and holding colleges responsible for maintaining balanced budgets. The accountability systems honor the local authority of the college presidents. The past 30 years of unqualified and unmodified audits supports the fact that the district reviews and controls expenditures district-wide.

4. **The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard
The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing district policies at their respective colleges. These responsibilities include the provision of effective educational programs and student support services; compliance with all accreditation eligibility requirements and standards; plan and manage operational budgets effectively and meet annual budget targets; assess the effectiveness of all college planning efforts and oversee the implementation of college bond and capital construction programs (4B1-01).

College presidents also have authority over the development of their organizational structures and local hiring. The District fiscal accountability measures, approved by the Board, indicate that the College President is responsible for establishing a long-term enrollment plan to meet its education mission, maintain FTES, and ensure college budgets are balanced with appropriate funding maintained for operations throughout the year (DIVD3-05).

College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. The framework for CEO accountability is established through annual goalsetting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals (DIVD4-01). At least every three years, presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement (DIVD4-02, DIVD4-03).

Analysis and Evaluation
The Chancellor delegates full authority and responsibility to the college presidents to implement district policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The college presidents have full authority in the development of the college organizational structure and selection and evaluation of their staff and management teams.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The District has a detailed process for planning and evaluation at the district level. These processes guided by the District Mission and Strategic Plan (DSP) (DIVD1-01). The DSP is evaluated and revised on a five-year planning cycle led by the District Planning Committee (DPC). The DPC evaluated the previous DSP in 2017 (DIVD5-01). The evaluation showed that the LACCD experienced many improvements in these areas: learner-center learning environments, ensuring students attain important early educational milestones, and improving student outcomes. However, the implementation of the previous strategic plan was not consistent across all colleges and recommendations were developed to improve the planning and implementation process during the next DSP cycle. The recommendations included operationally defining agreed-upon measures, creating new methods for collecting data, ensuring data is collected at regular intervals, selecting targets for each measure to track progress toward goals, and continuing collaboration between the DPC, DRC, and District leadership (DIVD5-02).

The District Strategic Plan was approved by the Board in January 2018 (DIVD5-03) and outlines the overall goals of the District and allows the colleges to align their strategic plans according to the College core values and planning cycles. Insert relevant college information. The college plans and the associated alignments are presented to the Board Institutional Effectiveness and Student Success Committee (DIVD5-04) and approved by the Board as a whole (DIVD5-05).

Analysis and Evaluation
The DSP is the principal planning framework for the colleges, allowing colleges autonomy and responsibility for implementing the goals and objectives of the district plan, through their own college-based strategic or educational master plans. Metrics related to the plan are regularly evaluated and reported out to committees and the Board. The district also evaluates its planning process and utilizes results to make improvements to the planning and implementation process.

6. **Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

Evidence of Meeting the Standard
The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate committees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions made during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (DIVD6-01, DIVD6-02). Since then, the District has moved over 30 governance committees to BoardDocs, including the ability for each College Academic Senate to utilize for tracking purposes (DIVD6-03, DIVD6-04, DIVD6-05). This allows all constituents the ability to review decisions made by the Board, Academic Senate and other governance groups as they are made, search for particular topics, or review them at a later time.

The District utilizes its robust system governance committees, consultation councils, and operational groups to ensure effective and timely communication between the District and colleges. The committees have representation from colleges and various constituent groups and meet regularly to discuss districtwide decisions and provide updates on operations. The expectation is that committee members provide reports back to their college governance committees, constituent groups or other organizational groups. The following administrative groups represent the organizations' efforts to ensure district decisions are discussed by those impacted across all colleges: Admissions and Records Committee (DIVD6-06); Chief Instructional Officers Council (DIVD6-07); Chief Student Services Officer Council (DIVD6-08); District Administrative Council (DIVD6-09); District Adult Education Deans Committee (DIVD6-10); District CTE Deans Committee (DIVD6-11); Financial Aid Committee (DIVD6-12).

The Chancellor meets with the academic senate and all union groups on a regular basis to discuss operational issues and districtwide decisions (DIVD6-13, DIVD6-14). These meetings allow for

feedback on decisions, the ability to bring topics to the Chancellor's attention, and to follow-up on the implementation and results of decisions already made. This process is vital in order to ensure that information flows from the District to the colleges, as well as provide input from the colleges to the District on important issues. The representatives of these groups report back to the colleges. As outlined in Standard 4B5, at the District level the college president meets regularly with the Chancellor's cabinet, and at the local level the president meets weekly with the three campus Vice Presidents, the Dean of Institutional Effectiveness and the Public Relations Manager. Each member of the president's cabinet meets regularly at the District Management Councils and Campus Committees to ensure all initiatives align with the College's values (4B5-03). In addition to meeting regularly with the Academic Senate president and campus union leadership, the president also facilitates monthly Administrator meetings and quarterly Administrator, Supervisor, and Manager Meetings to ensure broad-based communication and assurance of institutional practices being consistent with the mission and values of the college (4B5-04, 4B5-05). These meetings provide feedback to the president from all levels of leadership within the institution.

The Chancellor also meets regularly with the College Presidents through two committees. Chancellor's Cabinet includes all college presidents and members of the Chancellor's executive staff. These monthly meetings allow for discussion on districtwide issues that are brought forward by the District or the college presidents (DIVD6-15). In addition, the Chancellor meets monthly with the college presidents through his Presidents Council. This meeting allows direct communication between the Chancellor and the college presidents to ensure an appropriate two-way flow of information needed for effective decision-making (DIVD6-16). At LASC, the college president provides reports at the monthly College Council meetings, and information updates through her Monday morning emails, and weekly and monthly Cougar Connection newsletters (4B4-06, 4D6-01, 4D6-02, 4D6-03).

While the robust committee structure and regular posting of meeting agendas and minutes allows for an effective flow of information, there has been a noted need to improve communication of decision-making. The District Governance Survey indicated that two-thirds of respondents knew where to find information on decisions made through participatory governance, but only a third believed that the information was adequately disseminated to all constituencies (DIVD6-17). The evaluations noted a need to improve communication and dissemination of actions taken.

Based on successful models at colleges, the District has adopted new information dissemination models. The Chancellor publishes a monthly report that summarizes activities at the District and the colleges, updates on important changes and issues impacting the District, and enrollment (DIVD6-18). In fall 2021, the District launched the quarterly "Governance Update" that provides a summary of decisions made by each of the six Districtwide governance groups and highlights of other important topics occurring throughout the District (DIVD6-19).

Analysis and Evaluation

The District has comprehensive systems of committees to ensure that decision-making includes robust input and that actions taken are communicated through the participating constituency groups. The District has adopted online systems to provide additional access to decision-making materials and report out on actions taken. Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The provision of monthly Chancellor's reports and quarterly Governance Updates

have been added to enhance communications of actions taken. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

7. **The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The District clearly defines the roles of the District divisions and colleges in the District Governance Handbook (DIVD7-01). This document is regularly reviewed through the District governance committees - surveys and committee evaluations, unit specific evaluations, and committee and consultation group feedback - to ensure the effectiveness of role delineations and governance processes in supporting College and District operations.

The district level Governance and Decision-Making Assessment Survey (DIVD6-17) continues to be administered on a two-year cycle. Survey participants evaluate the quality of district-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Student Organizations.
- Effectiveness of district level decision making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits.
- Quality of district level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed).
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the district's stated goals.

The District's Educational Programs and Institutional Effectiveness division conducts, analyzes and disseminates the surveys (DIVD7-02). The results of the surveys are provided to the District Planning Committee to determine if changes are needed to improve governance and decision-making (DIVD7-03). As noted in the last evaluation, a need to improve communication and dissemination of actions taken resulted in additional communications each month from the Chancellor. These efforts demonstrate the process of utilizing the survey process to identify weaknesses and implement planned improvements.

In addition to governance surveys, committees conduct common self-assessments to document accomplishments, challenges, and areas for improvement over the past year (DIVD7-04, DIVD7-05). Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to the committee structures and functions.

The services provided by the District are evaluated through regular surveys that review its programs and services. Participant responses help provide information to evaluate services

provided by the ESC and how to improve them in the future (DIVD7-06). The survey seeks input common across all units that include the following questions:

1. I am able to **connect** with a representative from the office when I need help.
2. The office **responds** to my queries or requests in a timely manner.
3. The office keeps me **informed** about the progress of my inquiries or requests.
4. The office **explains** issues in terms that are understandable.
5. I am able to **get the help** or information that I need from the office.
6. I am satisfied with the performance of your office **overall**.

These evaluations are used to improve services provided to the Colleges and as part of the overall assessment of role delineation.

In addition to the regular evaluations of District services, units will conduct more detailed reviews when recurring issues have been noted. Two recent evaluations demonstrate areas in which improvement was needed and that District service was augmented to better serve the Colleges. In 2018, the District began a process of evaluating information technology infrastructure and services (DIVD7-07). The resulting evaluation provided recommendations for the improvement of IT and its support to the Colleges (DIVD7-08). The recommendation led to a significant shift to a centralized model of IT in an effort to support the Colleges in meeting their missions (DIVD7-09). The District also contracted an external evaluation of Human Resources (DIVD7-10). The resulting evaluation was used to guide improvements in Human Resources to better support the Colleges including improvements in policies and practices and utilizing automation and technology to increase support (DIVD7-11). Together these evaluations demonstrate the concerted efforts of the District to evaluate and improve services to the Colleges.

Analysis and Evaluation

The District has a regular process of evaluating its governance processes, committee operations, and centralized service models. The evaluations include formal evaluations utilizing surveys and committee reviews. The District conducts additional reviews with areas of noted concerns to provide additional information on the best means for improving service. Regular feedback through committee structures and consultation groups allows for identification of areas of concern and more immediate response to ensure effective assistance is being provided to the Colleges.

Conclusions on Standard IV.D: Multi-College Districts or Systems

The Los Angeles Community College District is one of the largest community college systems in the nation. With nine individually accredited colleges providing service to the greater Los Angeles Region, the work of the District is integral to vast communities throughout the service area. The service provided in support of these communities requires recognition of local needs and the unique culture of each College. The District governance, operations and planning must balance these unique needs with the broader commitment of the District to all that it serves.

The District has a defined organizational and governance structure. The Chancellor serves as the chief executive officer of the District and sole employee of the Board of Trustees. Through Board Policy he has delegated authority for the full operations of the Board. In turn, the Chancellor has delegated operational authority to the College Presidents and developed district-level operations to support the Colleges within a consistent framework and structure. The delineation of duties

between the District and colleges is defined in the Board Policies, Administrative Procedures, and in the District Governance Handbook. The District acknowledges the complexity of operations within a district of this size, and continually assesses the best means to support its mission and efficacy. The collaboration of District- and College-level work is exemplified in institutional planning. The District has a defined process for the development of its strategic plan, which includes all Colleges in the planning and approval process. The broader goals and objectives established in the District Strategic Plan provide expectations for student learning and achievement, student support, and organizational effectiveness that apply to all Colleges. While each College develops its own plans within its locally driven context, the District Strategic Plan serves as a framework for local efforts and ensures that there is consistency and alignment.

In recognition of the complexity of operations and changing environments, the District consistently assesses its efforts to support the colleges and whether local or districtwide approaches are best able to enhance organizational effectiveness.

Evidence List Standard IV.D

Standard IV.D.1
DIVD1-01_DSP_1823
DIVD1-02_FrmwrkRacEquity20
DIVD1-03_BoardGoals22
DIVD1-04_BP_2430
DIVD1-05_BP_6100
DIVD1-06_ BP_7110

Standard IV.D.2
DIVD2-01_DPC_052821
DIVD2-02_AccredCmt082120
DIVD2-03_AccredMatrix
DIVD2-04_GovSurveySpr21
DIVD2-05_GovSurveyResults21

Standard IV.D.3
DIVD3-01_ECDBCAgenda042319
DIVD3-02_DBCMins051519
DIVD3-03_AllocationModel
DIVD3-04_Debt_Model
DIVD3-05_AccountModel
DIVD3-06_ ExtAuditRep2020

Standard IV.D.4
4B1-01_PresAnnouncement
DIVD3-05_AccountModel
DIVD4-01_HR_E-210A

DIVD4-02_HR_E-210B
DIVD4-03_HR_E-210C

Standard IV.D.5
DIVD1-01_DSP_1823
DIVD5-01_DPC_DSP062017
DIVD5-02_DPC_DSPRecs
DIVD5-03_BOTAgenda011018
DIVD5-04_IESS_Planning
DIVD5-05_BOTAgendaCollPlan

Standard IV.D.6
4B4-06_CollegeCouncil
4B5-03_DistrictCollegeComm
4B5-04_AdminMeeting
4B5-05_SprvrsMeeting
4D6-01_WeeklyEmail
4D6-02_WeeklyNewsUpdate
4D6-03_CougarConnection pdf
DIVD6-01_IESSAgenda032019
DIVD6-02_BOTAgenda040319
DIVD6-03_BoardDocsCmts
DIVD6-04_BDocsSamplePost
DIVD6-05_DASAgenda050919
DIVD6-06_A&RAgenda062221
DIVD6-07_CIOCouncil040721
DIVD6-08_CSSOCouncil050421
DIVD6-09_DACAgenda062521
DIVD6-10_AEDeans031921
DIVD6-11_CEDDeans011322
DIVD6-12_FACAgenda050621
DIVD6-13_DASExecCons061121
DIVD6-14_AFT1521Cons061421
DIVD6-15_Cabinet031120
DIVD6-16_PresCouncil020720
DIVD6-17_GovSurvComp21
DIVD6-18_ChanMoRpt0621c
DIVD6-19_EPIEGovNewsltr

Standard IV.D.7
DIVD6-17_GovSurvComp21
DIVD7-01_GovHandbook
DIVD7-02_GovSurveyComp2019
DIVD7-03_DPCSurveySp21

DIVD7-04_DBCSelEvalF20
DIVD7-05_DPCSelfEvalSp22
DIVD7-06_ESCSurveyResults21
DIVD7-07_ITEvalApproval
DIVD7-08_ITEvalSummary
DIVD7-09_ITServiceModel
DIVD7-10_HREvalcontract
DIVD7-11_HRUpdates19

H. Quality Focus Essay

Project 1: Developing an Enhanced Student Communication Plan

Introduction and Rationale

Guided Pathways as a structured approach to student success holds as a central tenet that student engagement is critical to the implementation of its four pillars. Applying the principals of the Guided Pathways Initiative, the Guided Pathways Steering Committee at Los Angeles Southwest College initiated the process of redesigning the ways in which the college (1) communicates to students and (2) communicates between campus committees. Within the Guided Pathways initiative communicating to students in a timely manner is a crucial component of the onboarding process; therefore, streamlining messaging to make it more timely, intentional, and directed, so that messaging to students will be less repetitive, more relevant, and presented in a wider variety of formats is equally important throughout a student's entire college experience.

As part of LASC's inquiry into redesigning students' onboarding experience, timely and efficient communication to students arose as a crucial aspect of effective student support and success, yet one not limited exclusively to first year onboarding. As Guided Pathways work groups focused on the "First Year Experience," it became equally important to examine the "Second Year Experience," so that the same level of care, concern, and support persists throughout a student's entire college experience. Therefore, we began to identify:

- Key contact points and crucial messages throughout the entire college experience to optimize the ideal time to deliver that message.
- From whom the message should originate.
- And what method of communication would best convey the information.

In the existing communication that occurs between the district, the college, various support services, and students, the Guided Pathways work group identified a great deal of duplication and redundancy in the communication. Much of the communication was overly informational, instructional, and prescriptive with little personalized support addressing psychosocial issues, non-academic barriers to success, building a sense of community, or validating a student's presence in higher education. In addition, many students reported feeling over-communicated with, and that much of the communication they receive turns into noise.

To address this concern, the Guided Pathways work group proposed a communication plan to streamline the messaging that goes out to students so that not all messages are emails or Canvas announcements. Furthermore, through revised messaging, we aim to create a learning culture, where students have access to academic and non-academic resources both optional and required, throughout their academic journey.

After developing messages to introduce students to the support services our campus offers and determining the frequency of the messages, we will identify "specific on-campus contact points" from which these communications will originate. For example:

- In-reach to students regarding academic support would deliberately come from a contact person in the Student Success Center.
- In-reach to students regarding financial aid and financial planning would come from a contact person in the Financial Aid office.

This approach will not only provide students with the information they need and introduce them to a direct contact person in the service area, but it will also help to create a community, as this facilitates students' ability to build a personalized network of campus partners and in turn this can positively impact student persistence and completion rates.

The campus began developing communication template examples in Fall 2021:

LOS ANGELES SOUTHWEST COLLEGE GUIDED PATHWAYS
COMMUNICATION TEMPLATES 2021

Instructions: Please feel free to change these templates as needed. These are a guide in starting the conversation with students.

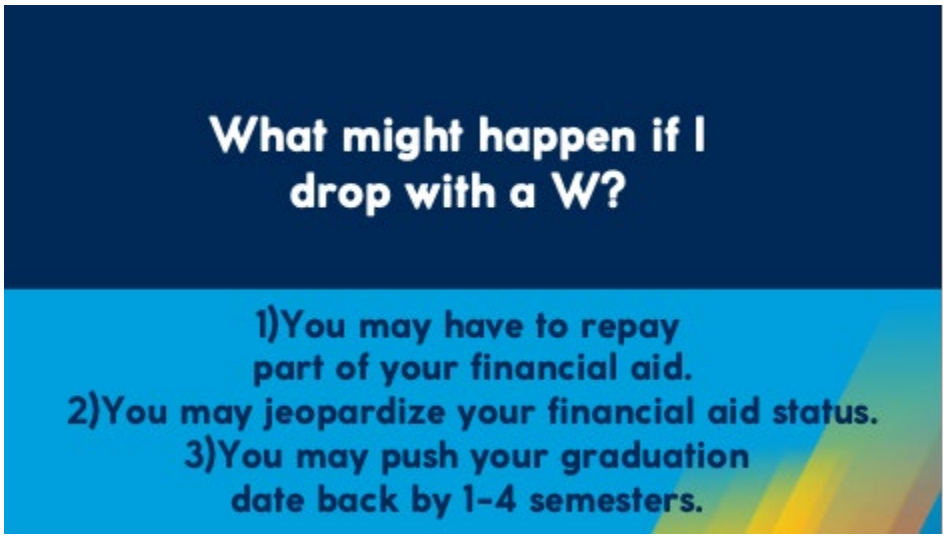
EMAIL TEMPLATES	CANVAS ANNOUNCEMENTS	SMS TEXT BLAST	ACTION (S)
Audience: Current Students – Priority Registration Subject: Looking for Priority Registration? Greetings [insert LCP name] pathway, It is time for you to update your information in order to register for classes for next semester. Registration will open in [insert month appropriate for the next term i.e. "November for spring registration" or "April for summer/fall registration." What does this mean for you? Priority Registration! If you do not update your information with LASC, by completing the steps listed below, you will not be assigned a priority registration date. It only takes a couple of minutes to complete it but it must be done before you can be assigned a priority registration date. Your Pathway Team, Website: [insert LASC website and Facebook page if available]	UPDATE FORMS must be completed before you can REGISTER for a new semester, every time! Don't miss out on the classes you need to finish! Have Questions? Check out the Counseling Center or contact the [insert name] Pathway counselor or advisor [insert contact info]	Registration is coming! Get your Education Plan with a counselor. lasc.edu/counseling	Classroom PPT Slide: "Importance of update form."

As part of this enhanced communication plan, the Guided Pathways initiated work group will also examine how the College's existing multimedia is used to communicate with students. For example, prior to students first or second year, they might receive a Canvas module that would provide them with "What You Need to Know in Your First (or Second) Year of College" to set the tone for the year and provide important information needed for the upcoming year. This module would interactively guide students to explore a broad range of resources and offer success tips with links to workshops, key deadlines, and general survival skill spotlights for the first and second year. The modules would be intentionally streamlined for ease of navigation and students would have access to additional information through embedded links. The purpose of these modules will be to promote a learning culture in which students actively engage with the available resources.

One course within each Career and Academic Pathway (CAP) could be identified as the core course to provide personalized weekly announcements and an interactive Q & A session. Additionally, within each of the specific CAP, videos and PowerPoint templates would be

provided by the PIO and the CAP Leads with weekly announcements from the college, the CAP, and the course itself.

For example, the Canvas learning module "Communication Update Q and A" for Week Nine, might ask students "What is the last day to drop with a W?" followed by a second question: "What might happen if I drop with a W?" In this way students become informed about important deadlines and the impact withdrawing early might have on their financial aid status.



The Enhanced Student Communication Plan also calls for an exploration of how on-campus events, such as the Transfer and Career Fairs, can be expanded to include personal statement work, a UC insight question writing workshop, alongside workshops on financial planning and financial literacy, transfer planning for families, applying for transfer, choosing the right college, as well as employment opportunities and workshops on interview skills and résumé preparation.

Other proposed forms of communication might also include:

- Video messaging
- "Success Tip of the Week" spotlights or "Resilience Narratives" through Canvas messaging and/or the campus newsletter, with links to Canvas Student Support Hub pages populated with other recorded workshops in key success areas
- Open Zoom Room hours staffed with Peer Guides and Student Ambassadors to enable student to student support
- Intentional graphic-based messaging of non-academic support and resilience via digital messaging boards and campus computer home screen backgrounds
- And postcards sent to home addresses

Finally, the Guided Pathways committee has recommended that the college pursue a public art grant in order to communicate that messaging as public art can create a sense of respect for place, history, and importance. Artwork can transform spaces, build community, and establish the role of the college in the community and in students' lives. It can also build community and can set the tone for the college experience. Visual messaging through public art on campus might also encourage students to engage in civic issues as it can empower students, validate their inclusion in

representation, and highlight the college's legacy, linking past, present, and future. Strategically placed murals, posters, and artwork would enable the college to showcase various careers with BIPOC representation, showcase significant events in community or college history, and celebrate inclusivity and tolerance with anti-discrimination and anti-racist messaging.

Anticipated Impact on Student Learning and Achievement

An Enhanced Student Communication Plan would not only provide students with valuable information about deadlines and services, but it would also include messaging that validates students, increases their sense of belonging, provides opportunities for student engagement, sets high expectations, and establishes an internal locus of control for self-advocacy, learned optimism (empowerment), resiliency, and emotional intelligence. The goal of the communication plan is to empower students with both informational knowledge on successful college navigation and to create an ongoing learning culture to help empower students to create their own success. The communication plan will be an effective tool for providing timely information, promoting a learning culture, and offer an important opportunity to close long-standing equity gaps for historically underrepresented students.

Outcome Measures

The specific actions proposed in Project One are designed to improve communication to students and increase student success.

Below are the intended outcomes:

Enhanced Student Communication Plan

1. Improve in-reach and outreach to students.
2. Improve student retention and satisfaction.
3. Increase access to and participation in student support services and activities.

Projects	Committee & Taskforce Engagement	Measurable Outcome
Implement Enhanced Student Communication Plan	Public Relations Manager Student Services Admission & Records Counseling Financial Aid Outreach & Recruitment Student Success Center Retention Center Welcome Center CAP Success Teams & Student Ambassadors NACES Academic Departments	Streamlined Communication as measured by Pre- and Post-Implementation Audit and Self-Evaluation of Student Communications Increased Access to Support Services as measured by Student Satisfaction Surveys Increased Workshop attendance, Change in Number of Financial Aid and other Student Services' recipients as measured by Non-Instructional Program Review

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Identify Momentum Points for the onboarding process and throughout the college experience Encourage students to take action and meet momentum points	• PRM (Lead) • Guided Pathways Onboarding Task Force • Counseling • Admissions	• Starfish Software • Canvas templates	Pilot draft by Fall 2022; evaluate and refine ongoing.
Clarify Paths Develop corrective communication plan for Students off path	• Counseling • Admissions • Enrollment Management Committee	No additional Resources	Pilot draft by Fall 2022; evaluate and refine ongoing.
Inform/Refer Implement proactive checking-in schedule and referral to needed support services	• Counseling and Student Services Units • Academic Departments	Starfish Software	Pilot draft by Fall 2022; evaluate and refine ongoing.
Remove Barriers Through Early alert system with counseling for student intervention	• Counseling and Student Services Units • Academic Departments	Starfish Software	Pilot draft by Fall 2022; evaluate and refine ongoing.
Opportunities Publicize Pathway specific opportunities	• Career Center • Academic Departments • Public Relations Manager	Digital Newsletter for each CAP	Pilot draft by Fall 2022; evaluate and refine ongoing.
Walk-in Prepare for in-person and virtual support needs	• Student Services • Academic Departments	Professional Development	Pilot draft by Fall 2022; evaluate and refine ongoing.

Project 2: Cross-Committee Communication and Collaboration

Introduction and Rationale

In 2021, the Guided Pathways Steering Committee began the process of vetting recommendations from various campus constituencies and shared governance committees for ideas that would increase cross-committee communication and collaboration across the college, to integrate the Guided Pathways initiative with college-wide plans and activities that support student success and student equity. These recommendations, with regards to the implementation of the Guided Pathways Initiative, relate to State mandates, campus policies and procedures, and the institutionalization of best practices to promote cross-committee communication and collaboration to increase student success.

Project Two proposes the development of a formalized process for shared governance campus committees to formulate plans and make recommendations to the campus community to communicate more effectively through an enhanced process of regularly sharing committee-to-committee recommendations via the existing participatory governance process. This is intended to reduce duplication of efforts across campus committees, focus committee efforts, and facilitate more cross-committee communication and collaboration with a goal to improve student success.

Anticipated Impact on Student Learning and Achievement

Through the integration and coordination of the various committees, Project Two proposes to facilitate a clear communication alignment among the participatory governance committees, college-wide plans, initiatives, and activities that support student success. The Guided Pathways Steering Committee believes that by expanding cross-committee communication, committees will be more aware of how their actions and decisions influence other committees to successfully impact student success. This can be expanded through the implementation of the Strategic Planning Committee's Road Show where the College's strategic goals and accompanying master plan goals from the various subcommittees are operationalized so that objectives are clearly outlined, and each committee is aware of the objectives within their purview. This would be accompanied by an active engagement with the College's Comprehensive Work Plan which is updated by the College president on a monthly basis.

The Guided Pathways Steering Committee has observed that many committees working independently often pursue similar goals and generate recommendations, and funding requests through their annual plans which overlap those of other committees. In order to focus the work that existing participatory governance committees already do, and to better focus on Guided Pathways efforts in areas such as onboarding, student success, completion, and equity, the Guided Pathways Steering Committee proposes that

each committee have an action plan to include alignment with other campus plans culminating in a single ranked work plan for the college in order to reduce the amount of work done simultaneously and in similar areas by multiple committees.

that the plans and recommendations be compiled annually through the Strategic Planning Committee in order to centralize which committee is responsible for what areas of the college's plans so that committee efforts and resources can be focused more productively.

Outcome Measures

To support the integration and coordination of the Guided Pathways initiative with the various college-wide plans, initiatives, and activities that support student success and student equity.
The following are the intended outcomes:

Improved Cross-Committee Communications and Collaboration

1. Increase cross-committee communication
2. Increase cross-committee collaboration.
3. Increase effective engagement in committee work.

Projects	Committee & Taskforce Engagement	Measurable Outcome
Improve Cross-Committee Communications and Collaboration Plan	Campus Administration Academic Senate All Campus & College Committees	Increased effective engagement in committee work and collaborative projects as outlined in yearly committee operational agreements and measured by End of Year Committee Self-Evaluations, and a visual display of progress made towards all institutional goals.

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Utilize S.M.A.R.T Goals to develop and submit annual objectives in the committee operating agreements	Committee Chairs and membership	Professional Development for committee co-chairs	Implementation beginning Fall 2022
Communicate intended annual objectives to campus committees and collaborate, when appropriate, in order to complete annual objectives.	Committee Chairs and membership College Council Academic Senate	No additional resources needed	Implementation beginning Fall 2022
Prepare a mid-year progress report/spotlight that is shared with the campus via a committee newsletter released the third week of spring term.	Committee Chairs and membership Public Relations Manager	Campus-wide Digital Committee newsletter	Every February beginning 2023
Complete committee annual self-evaluation forms to report on progress made throughout the year toward completion of institutional goals.	All Committee membership Strategic Planning Committee	No additional resources needed	Every May—in progress

The two projects in this Quality Focus Essay (QFE) were initially developed in response to student surveys and recommendations from various campus constituencies. The College is utilizing the opportunity of the QFE to further develop and operationalize projects at scale for the purposes of improving student learning and achievement, specifically in the areas of persistence and completion.