PROGRESS ON 2006 SELF STUDY PLANNING AGENDA ITEMS
Updated Fall 2011

Planning Agenda 1
"Implement a process to monitor and assess the progress of goals and objectives throughout the year in order to increase effectiveness."

This planning agenda has been addressed and is in progress. Monitoring and assessing progress of goals and objectives are now part of an ongoing process utilizing annual Non-Instruction Program Review (NIPR) and annual Instructional Departmental Plans, the annual Integrated College Operational Plan (ICOP), and the Strategic Plan. The annual institutional planning process as outlined in the *Strategic Planning Handbook* includes four phases: 1) Evaluation of results of previous cycle's annual objectives; 2) Development of annual objectives for next cycle; 3) Implementation plan to carry out objectives; and 4) Evaluation of the long-range goals. This fully developed and newly revised process began in Spring 2009.

Planning Agenda 2
"Align the budget allocation process with the Strategic Plan."

This planning agenda has been addressed and is in progress. Along with the newly revised *Strategic Planning Handbook* adopted in February 2009, the 2008-2011 Strategic Plan provides the College with a framework for the continuous, cyclical assessment and improvement of the budget allocation processes. As part of the Handbook revision, the former Strategic Planning and Budget Committee has been dissolved in favor of two completely separate committees—1) Strategic Planning Committee—2) Budget Committee. Although these two groups operate as two different committees their work is integrated and brought into alignment in the later part of the annual planning cycle when they synergize their work. Planning is done first, and then budgeting follows the planning and adjusts priorities based on the plans as it relates to available funding. In fall 2011, the college implemented a new planning timeline so that the Budget Committee could be more fully engaged in the development of the full college budget process and prioritization of resource allocations would be finished in time for the first submission of the following year's budget by March 1.

Planning Agenda 3
"Revise the Planning Handbook in order to improve institutional effectiveness incorporating lessons learned from the previous planning cycles."

This planning agenda has been completed. Refer to response to Planning Agenda #2 above.

Planning Agenda 4
"Review the process and revise the timeline for program reviews to better integrate the online program review and unit planning documents."

This planning agenda has been fully addressed. The LASC Academic Senate approved an Academic Program Review timeline (submitted by the Program Review Committee) in Fall 2008 and revised it again in fall 2011. The timeline allows for a comprehensive review every six years

and annual program review updates in the interim.. Annual Instructional Department Plans (IDPs) have replaced "Unit Plans" for instructional programs and non-instruction program reviews (NIPRs) now include all the elements of the former unit plans as well as the necessary components for program review. The timeline and process for NIPRs and IDPs is delineated in the *Strategic Planning Handbook* under "Annual Planning and Budget Allocation Timeline."

Planning Agenda 5
"By Fall 2006, identify a process to provide data on employment outcomes of students who complete college certificates or degrees and on programs to meet the needs of the surrounding community."

This planning agenda has been addressed and is in process. Due to an administrative restructuring, the original timeline for this agenda item has been adjusted. The new Career and Technical Education (CTE) Dean, hired in Fall 2007, oversees development of short-term entry level career path programs that target basic skills students and identify the vocational needs of neighboring communities. The Office of Workforce Development & Corporate Relations is currently implementing a CTE student tracking system. Survey results from this high priority project will be sorted by organizational variables such as program of study and demographic values like gender, race, age and semesters of study. "Needs assessments" been conducted for CTE programs and serve as a basis for implementation of individual program improvement models and curriculum/program development. In addition, the college is fully implementing the new Gainful Employment legislation inclusive of reporting requirements that report employment outcomes of students.

Planning Agenda 6
"Expand the offerings of online courses and develop online programs to meet the growing demand."

Good progress has been made on this planning agenda. With a total of only 10 online courses at the time of the College's Self Study (2006), the College is currently offering about 10% of its courses online or hybrid. In March 2008, the Academic Senate adopted *Best Practices for Online Courses*, a document created by the E-Learning Team that provides guiding principles for online instructors and serves to maintain academic integrity. In November 2008, the Curriculum Committee revised the Distance Education Addendum to course outlines required for new online course approval. This has been followed by a new Distance Learning Handbook adopted in fall 2011. .

Planning Agenda 7
"Develop and support the new strategies for assessment of learning styles created with the re-organization of the Learning Resources Center in the English department."

The Learning Resources Center is now called the Student Success Center (SSC) and is no longer in the English & Foreign Languages Department. It is a college wide entity and the director reports directly to the Executive Vice President. Workshops on new strategies for assessment of learning styles have been a Flex Day focus for several years, facilitated by the Staff Development Committee.

Planning Agenda 8
"Use 'Equity for All' project data to further identify and enhance student learning styles."

This planning agenda item has been addressed. In 2005-2006, the College began a joint project with the University of Southern California Center for Urban Education called "Equity for All,"(EFA) which served to engage college practitioners in a process of inquiry to find ways to better serve LASC underprepared students. In 2007-2008, LASC again partnered with USC Center for Urban Education to be part of "California Benchmarking," which again served to engage college practitioners in a process of inquiry to help students taking basic skills courses succeed and matriculate into the next higher level course. The goal was to increase the number of students enrolling in and succeeding in transfer-level courses. The College found that through systematic use of data, observation, and reflection through the benchmarking processes, college practitioners generated new knowledge and beliefs, resulting in three primary benefits for the development of professional or "adaptive" expertise. First, participants recognized problems that were within their capacity to address. Second, they engaged in new forms of problem solving through experimentation with different approaches to instruction and student support. Third, through new forms of action, they gained experience that added to the expertise needed to engage in productive organizational change. Such changes are being used to improve student learning outcomes via improved student support, more focused and higher quality staff development, and increased commitment on behalf of the college to budget the necessary resources to accomplish these goals.

Planning Agenda 9
"Start a 'Best Practices Forum' with faculty to determine how to identify and address individual learning styles and incorporate best practices into the curriculum."

This planning agenda has been accomplished and will be an ongoing process. College-wide workshops have been established to assist faculty in identifying individual learning styles and altering their teaching methods to help students learn. Flex Day workshops have been and continue to be conducted on teaching effective study techniques to improve student success. This has been a collaborative effort among faculty and counselors.

Planning Agenda 10
"By Spring 2006, develop a comprehensive timeline for completion of identification, assessment and evaluation of SLOs at course, program and institutional levels."

This planning agenda was completed. A timeline for developing SLOs at each level was shared with the Academic Senate for discussion and implementation. In November 2008 and again in fall 2010 revised timelines were developed by the SLO Committee, and adopted by the Senate. This timeline allows the college to reach proficiency (identification, assessment, evaluation) for SLOs at the course, program and institutional levels by spring 2012.

Planning Agenda 11
"Using data from focus groups, program review, viability, recommendations and other pertinent data to improve and develop future programs that meet student and community needs."

This planning agenda is ongoing and increasingly comprehensive. A *Latino Community Action Plan* and the *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan*, and an Educational Master Plan (2008) were developed to address community needs. Annual non-instructional program reviews utilize student surveys and data to develop pertinent objectives. Annual Instructional Department Plans are completed that examine data (e.g., enrollment, gender, success, age, racial/ethnic) to improve and/or create new programs. In 2010, the college became a part of the Achieving the Dream (ATD) initiative which utilizes focus groups as one way of collecting data along with quantitative measures. The combination of these data are analyzed and used to implement strategies to improve student learning.

Planning Agenda 12
"Review vocational programs every two years."

This planning agenda has been addressed and is an ongoing process. The College reviews its vocational programs on a regular schedule every two years as part of strategic planning under the leadership of the CTE Dean.

Planning Agenda 13
"Review and evaluate the 'five-semester' plans."

This planning agenda has been addressed and is in process. In Fall 2007, the College decided to go from a Five-Semester to a Four-Semester Plan; the last Five-Semester Plans concluded in 2007. During workshops held Oct. 23 and Nov. 7, 2007 for department chairs, deans, and administrators, the College decided that a four-semester plan better ensures that students can matriculate in a timely fashion, that the College offers the full breadth of an instructional program in order to retain students, and that the College's commitment to the public would be honored, barring extreme fiscal constraints. The Enrollment Management Committee developed the College's first *2008-2011 Strategic Enrollment Management Plan* and assessed its completion in fall 2011. This evaluation was used to create a new 2011-2014 Enrollment Management Plan that was recently approved by college council and the college president.

Planning Agenda 14
"Revisit the six-year program review cycle and timeline, add student survey data, expand the SLO component, and possibly include an external review."

This planning agenda has been fully addressed. See Planning Agenda #4 above.

Planning Agenda 15
"Develop workshops to enhance faculty knowledge and implementation strategies on how to utilize SLOs for improving instructional programs and courses."

This planning agenda was accomplished and is an ongoing process. The current institutional SLOs were revalidated and adjusted in 2011. SLO workshops are conducted every semester for faculty and staff.

Planning Agenda 16

"Validate the English departmental final exams."

This planning agenda has been accomplished. The English departmental final examinations were normed in 2006 for the following classes: English 21, 28, and English 101. Common final exams are now given in the designated courses and are scored by numerous English faculty at the end of each term.

Planning Agenda 17
"Develop, implement, assess, and improve degree and certificate SLOs through activities such as holding departmental workshops, collecting data, and reviewing SLOs from other institutions."

This planning agenda has been completed and is an ongoing process. Departmental SLO Assessment workshops, facilitated by the SLO Committee, have been conducted in for every department. In addition, SLO workshops have been part of mandatory Flex Day activities each year. Plans for improvement are documented in program reviews. Refer to the response to Recommendation #7 for more details.

Planning Agenda 18
"Develop, assess and improve general education student learning outcomes that integrate life-long skills throughout the curricula."

This planning agenda has been completed and is an ongoing progress. Institutional SLOs (5) have been developed and revalidated by the college in 2008 and again in 2011. All five SLOs can be directly related to life-long skills (e.g., critical thinking, information competency, computational skills) and will be assessed according to the approved timeline by 2012 and monitored by the SLO Committee. Refer to the response to Recommendation #7 for more details.

Planning Agenda 19
"Analyze data to determine to what extent students are completing external competency requirements."

Fulfilling this planning agenda will be an ongoing process. Analysis of data dealing with external competency requirements occurs regularly for programs with State and National recognition mandates and is reflected in the completion of study for permit requirements (Child Development) and preparation to sit for the NCLEX Exam (Nursing). A major task before "discipline-specific" advisory committees is developing and implementing survey instruments that allow for process assessment in four areas: instructor evaluations, student opinion, graduate satisfaction, and graduate employer satisfaction. This process assessment strategy was implemented in December 2008 and the assessment recommendations are reviewed by the CTE Dean and faculty in ongoing processes to identify areas for further capacity building and program improvement.

Planning Agenda 20
"Standardize syllabi information that incorporates student learning outcomes."

This planning agenda has been addressed and is in progress. Faculty involved in SLO assessment are currently including SLOs on their syllabi. The faculty bargaining agreement includes the inclusion of approved SLOs on course syllabi as one component of faculty evaluation.

Planning Agenda 21
"Review and revise the orientation program and personal development classes and encourage enrollment in a personal development class by first-time college students."

This planning agenda has been addressed and is in progress. The College's orientation programs are currently under revision as part of an Achieving the Dream initiative begun in fall 2011. The first semester over 800 students participated in the orientations.

Planning Agenda 22
"Assign a counselor to each of the academic disciplines to attend departmental meetings and carry information from and to the counseling services."

This planning agenda is ongoing but has been a challenge to fully implement due to the drastic budget cuts in the recent state fiscal crisis. However, the counseling department and LASC make concerted efforts to meet the counseling needs of all its students.

Planning Agenda 23
"Encourage more student use of the catalog."

This planning agenda has been accomplished. The College made the decision to provide students with a catalog free of charge. Prior to 2006-2007, the College charged $2.00 for the catalog. This change has promoted greater access to information for current and potential students. Catalogs continue to be provided free at our new student orientations, which are now scheduled at more convenient times and with greater regularity than before. The College's Student Handbook is given to students as well. In keeping with the use of technology the college has published the catalog on the college website so students can use electronic means 24 hours a day.

Planning Agenda 24
"Utilize focus groups to solicit information regarding content, layout, and distribution of the catalog."

This planning agenda was accomplished. The College did not use focus groups to gather information about the 2007-2009 catalog and will reconsider the use of focus groups to evaluate the future editions.

Planning Agenda 25
"Plan and host an all-day retreat for all staff and faculty within the division to discuss and develop an action plan to address student retention and success factors."

This planning agenda has been accomplished. Refer to response to Planning Agenda #9.

Planning Agenda 26
"Create more opportunities for dialogue both in and out of classes for students to become more aware of the mounting social issues that will impact them and their children's lives."

This planning agenda has been accomplished. The Staff Development Advisory Committee hosted "Student Voices," in Fall 2008. This student panel presentation introduced other students, faculty, classified staff, administrators and community liaison to students who have experienced challenges (e.g., sexual abuse, extended incarceration, exposure to drugs, gang violence, homelessness, effects of thalidomide, learning and physical disabilities). They shared their personal histories and barriers encountered in their educational efforts; and how prior and current learning experiences have impacted their motivation, expectations, retention, and academic success. The English and Foreign Languages Department hosted "Go to War," a film screening and panel discussion held on campus in November 2008. These types of activities continue to be a part of culture at LASC. For example, each year ASO sends a group of students to participate in a spring advocacy event in Sacramento called the *March in Mind*. LASC students participate in a march to the capitol building and rally with thousands of college students from throughout California. ASO, also, sends students to the student general assembly during fall and spring semesters. Students learn advocacy skill and develop proposals that are submitted to state chancellor's office. ASO hosted two student forums in fall 2011 with the college president to discuss issues related state budget, equity issues, and student success initiatives. In addition, each year the ASO hosts domestic violence awareness workshops. The ASO "from soldier to scholars" event is schedule on April 19, 2012.

Planning Agenda 27
"Develop and assess SLOs around civic responsibility."

This planning agenda was partially accomplished.   One of the College's five institutional SLOs is Social Responsibility (Responsible Citizenship and Valuing Diversity). Assessment strategies to demonstrate sensitivity to and respect for others and participate actively in group and civic decision-making will be developed and implemented by 2012, according to the SLO timeline approved by the Academic Senate in Fall 2008. Recently, this ISLO was assessed through Student Services SLOs that were aligned to it. A document was prepared (see Addendum to the 2012 LASC Self-Study) to show the alignment and assessment results.

Planning Agenda 28
"Encourage more student involvement on committees, student government, and other activities that promote civic and personal responsibility."

This planning agenda has been accomplished and efforts will continue. Since March of 2006, the Associated Student Organization (ASO) has grown to become a valuable participatory

outreach source for our students. One of the College's former ASO presidents was elected to the LACCD Board of Trustees, and one currently serves as a senator for Region 7 of the State Student Senate Organization. The College currently has 14 campus clubs that include a great deal of diversity: Latin American Students Association, Gays In Today's Society, Students Against Drugs and Alcohol, Care Students Club, Phi Theta Kappa, Cheerleading Club, Black Student Union, Journalism Club, Players Club (Theatre Arts), Sister to Hermana, Child Care Club, Behavioral Sciences Club, and the Fashion Club. An additional club called OFF THE CHAIN provides support to all the clubs.

The College has made a concerted effort to include students in the shared governance process by appointing students to these committees. Students now sit on the College Facilities Planning Committee, the College Council, the College Budget Committee and the Strategic Planning Committee. The College also designated a full-time classified employee to serve as the Advisor to the Student Organization Council and other college clubs to assist them in organizing and implementing student activities throughout the year. The advisor helps recruit students for the Student Organization Council and other activities sponsored by the student council. Through this effort, the student council has had more student involvement in their meetings and activities. The students have learned about budgeting, planning for events, and the need to be involved, and have gained valuable experience in performing civic duties and having relations with other entities on campus and in the community.

Planning Agenda 29
"Develop and use a system to obtain student feedback on services at the conclusion of a visit in each Student Services office."

This planning agenda has been addressed and is in progress. The Student Services programs, working in conjunction with Institutional Research (IR), developed a "point of service survey" for each program. IR purchased updated survey equipment and software in May 2007 and has received point-of-service surveys from all student services departments as part of non-instructional program review. IR reformatted and redesigned surveys as needed to ensure responses were more easily recognizable by the survey software. This process also prepared surveys for various types of deployment such as online, email, and kiosks. All student services surveys were in the survey software by year's end 2007. Each department hand-carried the survey batches to IR for survey processing and analysis after administering the point-of-service surveys. Analyses for all 2008-2009 point-of-service surveys have been completed and reports were sent to Student Services department managers. IR updates surveys on an ongoing basis as needed. Surveys are conducted every semester and the results and analysis are part of the ongoing annual program review cycle.

Planning Agenda 30

"Ensure that events focus on diversity and are planned far enough ahead, scheduled at a time that students and staff will be present, and tied to an academic assignment. Publicize the events carefully and thoroughly."

This agenda has been addressed and is in progress. International Education Day, which celebrates cultural diversity, was held in 2007 and 2008. In addition, a "Student Voices" panel presentation was conducted in Fall 2008 that brought together 84 students, faculty, classified staff, administrators, and a community liaison to discuss ways to meet the diverse needs of LASC students and address their concerns. The College continues to plan events well enough in advance to ensure maximum attendance and publicize through email and announcements on the College's website and digital marquee.

Planning Agenda 31
"Utilize technology to scan and store student records."

This planning agenda has been addressed and is in progress. The College is converting all student records to electronic files. The conversion has been completed retroactively through 2001 and plans are being made to continue the imaging process into the last century. Once student records are imaged, the original files are destroyed.

Planning Agenda 32
"Regularly evaluate and assess student service programs."

This planning agenda has been accomplished. During the past four years, the College has completed non-instructional program review for all Student Services programs, including student point of contact surveys and engagement from all student services areas. This non-instructional program review is conducted annually in order to evaluate effectiveness of these programs. Refer to response to Recommendation #1.

Planning Agenda 33
"Further develop, implement, and assess student services SLOs."

This planning agenda has been completed and is an ongoing progress. Every student services office at the College has developed at least two SLOs as part of non-instructional program review. In the program review process, program objectives are developed and tested for completion through various evaluation methods, including surveys and interviews. The SLOs that are developed are also assessed through the use of those evaluation methods and are reported in the 2008-2009 non-instructional program review. Each year, the SLOs are reviewed and either kept, updated, or completely revised.

Planning Agenda 34
"Purchase software, licensing, cooperative ventures, and books for the Library and other learning support services."

This planning agenda has been addressed and is in progress. A Paralegal Program book collection is now shelved in the library. It was selected and purchased with VTEA funds for an anticipated Paralegal Program. Block grant funding was secured to update reference collections and materials in medicine and science. Updating the College's book collection using block grant funding is expected to continue as the state funds are available and earmarked for that purpose. Subsequent to securing funds to replenish journals and databases, the library will refocus on the

print collection to maintain support for the curriculum based on student and faculty needs. Funds have been requested for online (24/7) tutoring, reading software for low/non-readers, and an auditory phonics program for ESL students.

Planning Agenda 35
"Expand and update technology in the Library and learning support services."

This planning agenda has been addressed and is in progress. The College's library technology includes 34 electronic databases and a Gale Virtual Reference Library that was secured in 2008 and which is currently maintained through TTIP funding received from the state of California. The library will continue to expand technological resources as additional funding becomes available. Another goal is to expand a dedicated library. Discussions about library remodeling are ongoing.

Planning Agenda 36
"Renovate the Library and other learning support services using Prop A/AA funds."

This planning agenda has been addressed and is in progress. The College has been successful in renovating a number of buildings and projects on campus with Prop A/AA funds. In the initial planning process, there was a focus on renovating the first floor of the library. As building costs escalated and other projects pulled funding from the library renovation it was clear that this project would not be completed. Currently, however, another bond measure has passed for the LACCD, Measure J, and as a result, there are plans for renovating the library area that will incorporate space for learning resource support centers. Additional space will also be included.

Planning Agenda 37
"Coordinate and communicate the various learning support services."

This planning agenda has been addressed and is in progress. See response to Recommendation 2.

Planning Agenda 38
"Through the Curriculum Committee, encourage the infusion of information competency into the curriculum."

This planning agenda has been addressed and is in progress. Information competency is already an element in most course outlines of record where students are required to utilize the internet and the library for research and reports. Since both critical thinking and information competency are associated with the College's institutional student learning outcomes, there is a greater focus on infusion into curriculum.

Planning Agenda 39
"Modify hours to include weekend access to the Library and learning support services."

This planning agenda has been accomplished. Beginning with the Fall 2007 semester, despite budget restraints experienced by the College, finances were secured to provide weekend library

support services to students.   The library was open on Saturdays in Spring 2008 at critical times, and during Fall of 2008, the library was open on Saturdays between 9:00am - 12:00 pm, resulting in an increase in the use of services that continued throughout the semester. Hours are expanded for use during the week of final exams. Learning support in the Math Lab and Learning Assistance Center is currently available on Saturdays from 9:00 am - 12:00 pm.   Basic Skills funding from the state has assisted in keeping the lab and the center open on the weekends.

Planning Agenda 40
"Work with the architect in remodeling projects to select the most appropriate security and monitoring system for the college."

This planning agenda has been addressed and is in progress. Since 2006, the following actions have taken place: 1) The College has worked with architects and contractors in placement of blue phones; 2) Cameras were installed in high loss areas such as the bookstore; 3) Alarm and motion sensors were placed in computer technology areas; 4) Cameras were placed in strategic places on campus and monitored through campus security; 5) Automatic door locks were installed to ensure there are no security breaches during emergencies; 6) Doors were replaced in the Lecture Lab Building and the gym with proper security handles; and 7) The College limited key distribution. As construction continues, additional fencing will be secured, several additional security cameras will be installed, and campus video screens will be placed around campus to broadcast alerts and directions.

Planning Agenda 41
"Implement point-of-service surveys for the library and other learning support services."

This planning agenda has been addressed and is in progress. Point-of-service (satisfaction) surveys are collected and analyzed by the library as part of Non-Instructional Program Review process. The Student Success Center (SCC) has also created surveys in collaboration with the office of Institutional Research. The SCC includes results of these surveys in their annual program review.

Planning Agenda 42
"Develop SLOs for the Library and other learning support services."

This planning agenda has been accomplished.

Planning Agenda 43
"Review staffing levels in all departments and provide recommendations."

This planning agenda has been addressed and is implemented as part of the program review cycle.

Planning Agenda 44
"Ensure all staff and faculty are evaluated at their specified regular intervals.

The Los Angeles Community College District created a district-wide process in Fall 2007 that

resulted in all classified employees being evaluated in the period closest to their birth date on an annual basis. The process is now electronic and surfaces in the supervisor Personnel Approval Queue when scheduled. The system does not allow a manager to remove the reminder until the employee's evaluation is completed and submitted to the district personnel office. This has improved the evaluation process for classified employees significantly. Administrative Employee Evaluations for deans and other administrative employees are also contractual and are tied to annual recommendations to salary step increases. Evaluations of vice presidents and the President are held annually and are tied to salary step increases. Academic Affairs Office has developed a matrix for evaluating faculty on a regular basis.

Planning Agenda 45
"Review and implement strategies from the Student Equity Plan."

This planning agenda has been accomplished as follows: in an agreement between the state chancellor's office and USC Center for Urban Education, ten California community colleges were allowed to take part in the Equity for all Project in lieu of completing the 2005-2006 Student Equity Plan. The College became a participant in the EFA project; the strategies spoken of here are those addressed in Planning Agenda Item #8. The state has since replaced the student equity plan with basic skills plans tied to funding. The College has participated in this statewide effort and implemented these strategies as part of its ongoing student success efforts.

Planning Agenda 46
"Develop and publicize an annual training calendar with professional development activities."

This planning agenda has been accomplished. The 2008-2011 Staff Development Plan details the goals, activities, and dates of training sessions that have been and will continue to be provided by the Staff Development Program. Activities are publicized via email and campus mail at least one month in advance and with a reminder sent within a week of the event. Faculty and staff have been responsive to providing trainings, but commitments for dates so far in advance are sometimes a challenge so email notifications seem to work best. The staff development committee is currently working on a new staff development plan that will extend through the year 2014.

Planning Agenda 47
"Implement the findings of the staffing review (refer to IIIA2)."

This planning agenda was intended as a follow through with planning agenda #43. As the budget has permitted, faculty and staff hiring have occurred.

Planning Agenda 48
"Revise and implement College Emergency Preparedness Plan."

This planning agenda has been completed.

Planning Agenda 49
"Prepare a strategic plan for operations and maintenance to include a specific timeline for

periodic review of college facilities and a campus-wide process for obtaining feedback."

This planning agenda has been addressed and is in progress. Site reorganization of custodial team assignments has been established to provide improved campus cleanliness. Primary and secondary duty details are outlined with location, completion time, and days of the week for duties to be performed. There is a weekly rotation which includes scheduling for special events and other routine work that may not be listed in primary or secondary duties. In addition, stripping, waxing, and carpet cleaning are done upon request. An online work request system (routed to either Plant Facilities or Information Technology) is available for campus personnel to request equipment repairs and maintenance. Part of operations and maintenance's NIPR plan is room maintenance, utilizing a statewide computer program that outlines all of the rooms.

Planning Agenda 50
"Complete the Technology Replacement Plan to include standardization of peripherals including copying systems."

This planning agenda has been addressed and is in progress. During Fall of 2008, the Technology Committee drafted a 3-year Technology Plan that included a replacement policy. It is now undergoing a review through the participatory governance process and its technology plans through 2014.

Planning Agenda 51
"Survey and offer technology training for faculty and staff."

This planning agenda has been addressed and is an ongoing process.

Planning Agenda 52
"Develop a plan with timeline to improve the college's technology infrastructure."

This planning agenda has been addressed and is in progress. Examples of completed technology infrastructure activities since 2006 include: 1) Core switch and fiber-runs upgrades for VOIP and wireless; 2) Virtual Servers technology and email to Exchange 2007; 3) ISCSI SAN to increase network storage capacity; 4) VOIP installations; and 5) Smart classrooms (21) in TEC building. Works in progress include an energy management system and a campus-wide security system. Ten millions dollars has been set aside in the implementation of Proposition J to fully address technology infrastructure. See responses to Standard IIIC in the 2012 self-study.

Planning Agenda 53
"Select a course software management system and develop a management plan."

This planning agenda has been completed. After a review of available course management systems (CMS), the Curriculum Committee and the Senate adopted Moodle as the College's CMS. Having used Moodle for several years the college is currently piloting ETUDES and a possible replacement for Moodle.

Planning Agenda 54

"Complete revision of the Planning Handbook."

This planning agenda has been completed. The *Strategic Planning Handbook* was adopted by the College in Spring 2009. Refer to response to Planning Agendas #2 and #3.

Planning Agenda 55
"Increase college community's awareness of committees and their members' roles."

This planning agenda has been addressed and is in progress. During the Fall of 2008, the Strategic Planning Committee (SPC) disseminated the results of periodic reviews that the campus could access through a variety of methods. By doing this, the committee assured public accountability for college planning efforts. These included the following:

- An up-to-date and well-maintained planning website with all relevant and most current information available for public viewing
- At least one public forum each semester
- Regular campus email distribution
- Regular reports to campus constituencies by their representatives on the committee
- Presidential communiqués to the campus
- Open Planning Team meetings (in accordance with the Brown Act and Roberts Rules of Order)

The Vice President of the Academic Senate continues to recruit faculty for participation on Senate committees.

Planning Agenda 56
"Evaluate the participatory processes and make necessary modifications."

The participatory process was formalized into the College Council as the overarching governance group for the College. The Council was established in Fall 2006 with representation from all of the governance groups and the Associated Student Organizations. The membership is equalized between instructional and non-instructional members and co-chaired by the Academic Senate President and a College vice president (rotating).

Planning Agenda 57
"Create a handout outlining all college-wide committees, their composition, frequency of meetings and charge."

This planning agenda has been addressed.

Planning Agenda 58
"Promote constituency participation and attendance at meetings."

This planning agenda has been addressed and is in progress. During every new faculty orientation since Fall 2007, faculty have been encouraged to join committees. Other attempts to increase attendance at meetings include allowing flex credit for faculty participants, sending email reminders, serving food at meetings, and scheduling meetings at optimal times to reduce class conflicts.

Planning Agenda 59
"Provide mechanisms to facilitate how information is disseminated from committees to constituency groups; for example, publish this information on college website."

This planning agenda has been addressed and is in progress. The College follows the process as outlined in the *Strategic Planning Handbook* (p. 1). Activities for information dissemination include maintaining the College's website with current information, conducting at least one public forum each semester, regular campus email distribution, presidential reports, and regular reports by campus representatives to their constituency groups.

Planning Agenda 60
"Evaluate the effectiveness of the college's decision-making structure and processes."

This planning agenda has been addressed and is in progress. As a result of planning retreats in 2007 and 2008, the College revised its decision making process (2002 *Planning Handbook*) based on feedback from faculty and staff that culminated in the *Strategic Planning Handbook*. The Academic Senate and the President revised and approved the handbook in January, 2009. In 2007-08, the College's structure was changed wherein the Vice Presidents of Academic Affairs and Student Services each managed academic and student services programs. After one year and meetings between the vice presidents and the President, it was determined to move back to the original model for the 2008-09 academic year. In 2010, the college adopted a two vice president model to replace the historical three vice presidents. The new model provides for an Executive Vice President (hired January 2011) who oversees both student services and academic affairs. In addition the college has a vice president who oversees administrative services. There is ongoing assessment of the shared governance decision making processes throughout the year through surveys and the annual planning retreats.

Planning Agenda 61
"Plan more team-building retreats and staff-building activities."

This agenda item has been achieved and is an ongoing process. The Staff Development Advisory Committee sponsored "Race to Las Vegas" from March 28 to May 25, 2007. Faculty, classified staff, and administrators formed 36 teams of four individuals each and selected team captains to collectively accumulate exercise miles, 277 miles to be precise, to go from the College to Las Vegas (Community College of Southern Nevada). Excel and pedometer workshops were designed especially for participants. The kickoff and the closing awards ceremony were huge team efforts by the committee. On July 27, 2007, 53 race participants, guests, and former employees of the College gathered at the Hollywood Bowl performance of "Viva Las Vegas—An Evening with Gladys Knight" to celebrate the culminating activity to "Race to Las Vegas". Two additional Bowl excursions took place in July 2008.

An academic year-long slate of events was implemented in 2007-2008 in celebration of LASC's 40th anniversary. Academic departments as well as other campus groups organized events to highlight accomplishments. A planning committee that utilized a cross-section of campus

departments, units, and community members organized a major community event in November 2007 in celebration and dedication of the new Child Development and Education Complex.

In addition, faculty, classified staff, and administrators were invited to say thanks and express appreciation to others on campus with a gift of a free chocolate bar and a Faculty and Classified Staff Appreciation Day in Spring 2008. This was an opportunity to recognize and acknowledge co-workers for their support and good work. This marked the first of what has become an annual event.

Planning Agenda 62
"Improve college-wide communications about the college's budget."

The planning agenda has been addressed and is in progress. A process has been established and implemented that began in Spring 2009.   The process for dissemination of budget information is outlined in the *Strategic Planning Handbook* (page 2) and is identical to the process referenced in response to planning agenda 62.

Planning Agenda 63
"Host additional college and community meetings."

This planning agenda has been accomplished and is an ongoing process. The College President has hosted campus-wide forums at least once each term since Fall 2006 in order to inform the campus community of district and college news. The forums included updates from the College President and a Q&A. Meetings with the community, specifically the South LA Neighborhood Association and the Holly Park Neighborhood Association, occur on a regular basis. In addition, community forums held on campus in the Fall of 2007, Spring of 2008, and Summer 2010 which informed attendees about progress on the bond initiatives and sought feedback on the college mission and purpose.

Planning Agenda 64
"Prepare quarterly newsletters for the internal and external community."

This planning agenda has been accomplished and will continue. The *Cougar Report* was launched in March 2008. The electronic newsletter aims to bring information to college employees and celebrate their professional and departmental successes. Six editions were published in 2008. Publication will continue in 2009 and is likely increase to at least eight editions. A report to the community was produced in newsletter form to update the service area about the College's progress in campus expansion. This newsletter was mailed in April 2008 to the nearly 200,000 households in the service area. Other entities such student services, Achieving the Dream, the President's Office, the English and Foreign Language Department send out regular newsletters.