

LOS ANGELES SOUTHWEST COLLEGE

Progress Report

Submitted by

Los Angeles Southwest College
1600 W. Imperial Highway
Los Angeles, CA 90047

to

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

March 2008

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Statement on Report Preparation

Shortly after receiving the Accreditation Commission's letter to LASC and reviewing the visiting team's evaluation report, a task force was organized to address the seven recommendations. The team, consisting of a dean and two faculty members, one of which was the Faculty Accreditation Co-Chair, developed a planning matrix (Appendix A) that was used to address the College recommendations. For each recommendation, specific objectives and corresponding activities were created with a timeline, persons responsible, and evidence list. The Self-Study planning agendas and team recommendations in the narrative were also used to formulate the objectives and activities. After receiving input from the College President, the planning matrix was distributed to the broader campus community with a brief introduction to its purpose. Presentations to department chairs, the College Council, and Academic Senate were made asking for feedback during Spring 2007.

LASC's Progress Report is essentially a summary of actions taken from the matrix (first 4 recommendations) and the College's "next steps." The report was reviewed by the College President and distributed to all constituency groups in December 2007 for final approval.

**Certification of Institutional Progress Report
Los Angeles Southwest College – March 15, 2008**

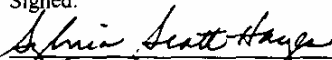
To: Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges

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

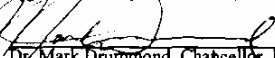
This institutional progress report is submitted to fulfill the requirement from the June 29,
2006 ACCJC letter to the college president.

We certify that there were opportunities for broad participation by the campus
community, and we believe the progress report accurately reflects the nature and
substance of this institution.

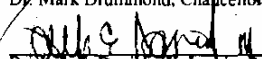
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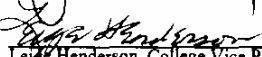
Sylvia Scott-Hayes, President, Board of Trustees, Los Angeles Community College District



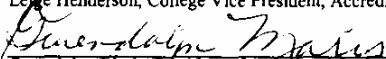
Dr. Mark Drummond, Chapcellor, Los Angeles Community College District



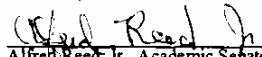
Dr. Jack E. Daniels III, Interim President, Los Angeles Southwest College



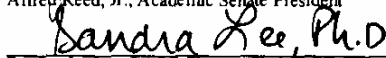
Leita Henderson, College Vice President, Accreditation Liaison Officer



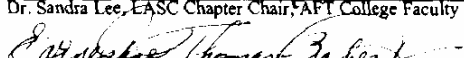
Gwendolyn Maris, President of Associated Students Organization



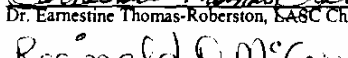
Alfred Reed, Jr., Academic Senate President



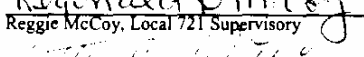
Dr. Sandra Lee, EASC Chapter Chair, AFT College Faculty Guild-1521




Dr. Earnestine Thomas-Roberston, EASC Chapter Chair, Teamsters Local 911

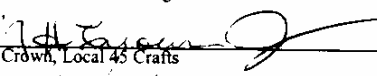


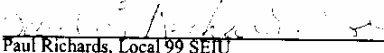
Reggie McCoy, Local 721 Supervisory



Betty C. Williams, Chapter Chair, AFT College Staff Guild-1521A


Jomi Collins, Classified Management


Nicolas Crown, Local 45 Crafts


Paul Richards, Local 99 SEIU

Response to Team Recommendations and the Commission Action Letter

Recommendation #1

Although the College has made significant progress in the program review process of instructional programs, the team recommends, as did the team in 2000, that the College implement a program review process, different from unit planning, for non-instructional programs including student services to evaluate their effectiveness and assist in planning (Standards IB.1, IB.2, IB.3, IIB.3, IIB.3.c, II.B3.e, II.B4, II.C2, IVA.1, IVA.2a, IVA.2b, IVA.3).

Description of Progress

In Fall 2007, participants from non-instructional units, e.g., Career Center, Admissions & Records, Bridges to Success, CalWorks, EOP&S, CRT, DSP&S, Financial Aid, Matriculation, and Student Services engaged in creating the program review process for non-instructional units [1A]. Participants included administrators, institutional researchers, program managers, classified staff, and faculty. The unit planning and instructional program review templates were used as constructs. The new program review process for non-instructional areas [1B] differs from the unit planning process in that it includes point-of-service student feedback and other program data, thorough evaluation of program effectiveness, and specific recommendations for improving and/or maintaining the program. In addition, a timeline for completion of all non-instructional program reviews was adopted with program review completion dates by June 2008. Eventually, completion of all campus program reviews is expected to be performed online.

Planning Agenda

| Planning Agenda | Person Responsible | Timeline for Completion |
|--|------------------------|-------------------------|
| 1. Monitor the progress toward completion of all non-instructional program reviews. | College Vice President | June 2008 |
| 2. Evaluate and revise (as necessary) the non-instructional program review process following the first cycle of program reviews. | College Vice President | October 2008 |
| 3. Integrate non-instructional program review recommendations into the next College planning cycle. | College Vice President | November 2008 |

Evidence

- 1A Non-instructional program review template
- 1B Non-instructional program review process, including list of service units and participants

Recommendation #2

The team recommends that the College develop and implement a plan to address the problems of low retention, persistence, and success rates of students who enter the College without sufficient academic preparation (Standards IA.1, IB.7, IIA.2d, IIIB.1, IIIB.2, IIID.1, IVA.5).

Description of Progress

In Fall 2006, the College organized a Basic Skills Task Force commissioned to address the problems of low retention, persistence, and successful course completion among basic skills students [2B]. Over the next several months faculty and administrators worked together to develop and implement a comprehensive basic skills plan.

In Spring 2007, the Basic Skills Task Force completed its assignments and made recommendations to the President. The English department reviewed the plan and gave input for strategies to improve student success and retention among basic skills students. In addition, the plan was presented to the Academic Senate. Subsequently, the College adopted an aggressive, progressive, and comprehensive Basic Skills Initiative to address the needs of an increasing number of students whose skills are substantially below College level [2A]. The Student Success Committee is currently working on a plan to improve retention and student success college-wide.

Basic Skills Initiative

The newly adopted Basic Skills Initiative re-organized areas within the College that dealt with basic skills and learning assistance services with the goal of integrating programs and activities that will provide a seamless presentation to students. Integral to this plan, was an administrative restructuring resulting in a Dean of Student Success. This dean assumed overall leadership of the newly created Learning Assistance Department, CalWorks, learning communities, and an E-lab.

As part of the plan to increase student success rates, faculty attended a Best Practices Forum on Flex Day, August 30, 2007 [2C]. The theme was “Instructional Strategies and Collaborative Partnerships for the Diverse Learner.” Workshop titles included: “LASC’s Learning Assistance Initiative,” “It Takes a Village to Teach Basic Skills,” “Multimedia Cart for Classroom Instruction and Presentations,” “Student Discipline and Faculty Rights,” “Components of a College-Wide Academic English Development Program,”

“Turning Point & InterWrite PRS Student Response Systems,” “How to Accommodate Students with Disabilities,” and “Learning as Creative and Collaborative Problem Solving.” A follow-up best practices forum will be conducted in Spring 2008.

Creation and development of the Learning Assistance Department, which comprises the Developmental Communications discipline, allows the College to integrate all campus supplemental/instructional services previously offered through the Mathematics Connections (Lab), the Learning Resource Center, Center for Academic and Workforce Excellence, and Bridges to Success (the ESL) lab, creation of e-labs, e-portfolios, and learning communities. Development and integration of the latter three will commence during the spring 2008 semester.

Under the leadership of the Learning Assistance Department, regular discussions and interactions take place among departmental entities to avoid duplication of services and clearly identify the success centers and services available. Cooperation and collaboration with faculty from across discipline areas are proving to be invaluable to the campus buy-in of constituents not in the traditional basic skills areas.

Under the leadership of the Dean of Student Success, basic skills students are being diagnostically assessed when they begin taking courses to determine gaps in their foundational skills [2D]. Subsequently, students are monitored closely for progress during the semester and then re-assessed at the end of the semester. Students, whose skills levels develop and improve will, at the recommendation of their professor, be referred for re-assessment to the Assessment Center for appropriate English placement. This process minimizes unnecessary enrollment in developmental classes. In addition, a writing lab is being developed to assist students whose writing skills are below College level.

Under the Basic Skills Initiative, several other activities and services provide additional assistance for basic skills students. These activities and services include, but are not limited to, Web-based PLATO (which is accessible to students off-campus) to provide supplemental instruction and tutorial help across disciplines, e.g., basic skills, chemistry and mathematics; faculty referrals for students to tutorial labs; and re-development of VESL—the Vocational English-as-a-Second Language service for the growing number of ESL students with a workforce focus [2E, 2F].

Student Success Committee

A Student Success Committee, co-chaired by faculty and administration, was established in Fall 2006 to coordinate campus-wide efforts in promoting academic success and retention [2G]. The goal of the Student Success Committee is to identify and remove barriers to student success and to assist in the coordination and communication of the activities of the various committees and groups working to improve the learning process.

The Student Success Committee is composed of academic department chairs and members of campus committees that lead success and retention improvement efforts. At

monthly meetings, representatives from other campus committees report the goals, activities, successes, and challenges of each represented committee. By sharing information, ideas, and plans across committees, duplication of efforts is minimized and shared goals can be effectively coordinated. For example, campus basic skills efforts affect retention, enrollment management, and staff development. Correspondingly, the campus Retention Committee developed and promoted a strategy whereby a College vice-president sends recommendations for retaining students on a bi-weekly basis to all faculty. These recommendations are considered by faculty for input into their teaching methodologies and create a forum for sharing best practices. To ensure these coordinated student success efforts are communicated effectively to the campus, plans are currently underway to implement a monthly Student Success newsletter to be distributed College-wide.

Committees (and their functions) which coordinate with the Student Success Committee are as follows [2H]:

1. Basic Skills Committee—will be organized in the future to focus on issues related to the basic skills efforts on campus.
2. California Benchmarking Project—a joint project with USC to help the campus identify realistic goals and benchmarks in order to create pathways for students to achieve these goals.
3. Enrollment Management Committee—coordinates activities related to developing a guaranteed two-year schedule of classes, maximizes scheduling efficiency, retention, and increases campus-wide participation in recruitment and outreach.
4. Freshman Experience Committee—plans and implements the annual week-long orientation and freshman year activities for first-time students.
5. Outreach and Recruitment Committee—develops and implements plans related to recruitment and outreach with area high schools and educational entities, community based organizations, and the community as a whole.
6. Retention Committee—increases retention by instituting practices based on sound pedagogy, student engagement, and quality services.
7. Staff Development Committee—coordinates activities related to the professional growth of faculty and staff, particularly as it pertains to improving student success.
8. Student Learning Outcomes Committee—promotes the development, evaluation, and assessment of Student Learning Outcomes (SLO's) for the campus.

Tutorial Labs

The tutorial labs provide under-prepared students with College preparation and subject-specific assistance. Faculty members are emailed copies of the lab referral forms with a message encouraging them to refer their students [2I]. Hard copies of the lab referral forms are placed in faculty mailboxes each semester. An electronic copy of the lab referral forms are also on the College website.

The campus employs several efforts to encourage student-use of tutorial and learning services. For example, at a recent Student Services meeting, staff and administrators were reminded to refer under-prepared students to tutorial labs. In addition, the athletic coaches have agreed to require mandatory attendance to the tutorial labs.

Planning Agenda

| Planning Agenda | Person Responsible | Timeline for Completion |
|--|--|-------------------------|
| 1. Revise the orientation process and encourage greater participation in diagnostic/assessment testing and placement for English, Math, and Basic Skills. | Matriculation Coordinator and Counseling Chairperson | June 2008 |
| 2. Investigate the possibilities for mandatory orientation for new students. | Matriculation Coordinator and Counseling Chairperson | June 2008 |
| 3. Develop E-labs, E-portfolios, and learning communities as additional supplemental learning and instructional services. | Dean of Student Success | Spring 2009 |
| 4. Develop a writing lab to assist students whose writing skills are below College level. | Dean of Student Success | Spring 2009 |
| 5. Create and implement a monthly Student Success Newsletter to communicate ongoing campus-wide student success efforts. | Student Success Committee Chair | March 2008 |
| 6. Organize a Basic Skills Committee to focus on issues related to the basic skills efforts on campus. | Dean of Student Success | Fall 2008 |
| 7. Revalidate the English, math, and reading placement tests administered in the Campus Assessment Office. | English and Mathematics Chairs | May 2008 |
| 8. Develop assessment tools to measure the effectiveness of the newly implemented basic skills strategies with an evaluation and recommendation for improvement process to follow. | Basic Skills Committee Chair, Institutional Researcher | Summer 2008 |

Evidence

- 2A Basic Skills Plan (Initiative)
- 2B Basic Skills Task Force (participants, minutes)
- 2C Best Practices Forum on Flex Day, 8/30/07 (Sign-in sheets, agendas)

- 2D Assessment results of basic skills students
- 2E PLATO brochure/description
- 2F VESL brochure/description/approved VESL course outlines
- 2G Student Success Committee (member list and affiliation, agenda, minutes)
- 2H Committee Membership Lists
- 2I Tutorial lab referral form and location of labs

Recommendation #3

The team has found that there is a divergence between plans and subsequent action. Therefore, the team recommends that the College focus greater attention on assessing the currency and effectiveness of all programs and services with particular emphasis on the following areas:

- a) staff development;*
- b) distance learning;*
- c) technology;*
- d) enrollment management; and*
- e) occupational education.*

The team further recommends that the College incorporate the identified needs and adopted action plans into the Integrated College Operational Plan (Standards IA.1, IB.3, IB.7, IIA.1a, IIA.1b, IIA.2b, IIA.2c, IIA.2f, IIA.3, IIA.5, IIC.1a, IIC.2, IIB.3, IIIC.1, IIIC.2).

Description of Progress

The College has been developing effective systematic means of assessing institutional currency and effectiveness to support student learning as it relates to the College's mission. All College departments, both academic and non-academic, perform an analysis of their strengths and weaknesses in order to assess their particular area. The new program review process for non-academic departments will be a key part of the planning process to focus attention on currency and effectiveness of programs and services. The outcome of these assessments will become part of the 2008-2011 College Strategic Plan.

The College is also in the process of re-evaluating its Student Learning Objectives (SLOs) to include the entire Learning Assistance Department with specific SLO's for the tutoring labs [3A]. A mission statement is being developed for each of the student success center labs (tutoring labs) to help the College-wide community understand the focus of the labs and the department [3B]. SLOs are also part of the process of revising

the program review template and will expand the program-level SLO component by January 2008.

A revision of the College Planning Handbook is expected to begin in the Spring 2008 that will provide a consistent process for unit plan objectives and resource requests.

Staff Development

In 2005 and 2006, no individual was assigned to focus on staff development. In Fall 2007, the College re-committed to staff development by reassigning a faculty member .6 FTE to plan and coordinate staff development activities for the College. At the beginning of the year, the Staff development Coordinator surveyed College managers and supervisors to get input of staff development activities that were needed and desired by the College [3C]. In addition, surveys were sent to all faculty and staff querying the type of training programs they desired as well. A training calendar was then developed for the academic year of 2007-08 based on information from these surveys [3D]. Workshops and activities are publicized through campus email. Assessing the effectiveness of staff development activities is done with feedback from surveys, participants, supervisors and program managers [3E].

Distance Learning

In Fall 2007, the College offered 16 online classes and the demand for these classes has been increasing [3F]. As a result, a Distance Education Committee has been formed as a sub-committee to the Curriculum Committee [3G, 3H]. This committee will be responsible for the development of policies and practices related to distance education. The committee is working on the second draft of the College's policy on distance education to ensure the College is in compliance with California Code of Regulations Title 5 and the College mission. A formalized policy should be adopted by Spring 2008 [3I].

Technology

The self-assessment of technology needs for the College has been the responsibility of the Technology Committee, which has representation from all constituency groups on campus, with faculty comprising 50% of the membership [3J]. A draft comprehensive Strategic Technology Plan has been developed by the Technology Committee and is awaiting the finalization of the Educational Master Plan (EMP) for any further modifications [3K]. References to the equipment replacement policy and timelines are included in the Technology Plan and final adoption is expected during Spring 2008.

In addition to the planning aspect for technology, the College is in the process of completing an entire infrastructure upgrade that includes voice-over internet protocol (VOIP) and wireless throughout the campus. An important component to this upgrade is a new server farm. These technologies were deployed during Fall 2007. This new equipment will provide greater access to faculty, students, and staff of programs and

services both on campus and off campus. Students and faculty will have the ability to connect to the Internet wirelessly from anywhere on campus by Spring 2008. The College has procured the equipment necessary to begin teaching CISCO Academy courses [3L]. Currently, the College plans to begin offering CISCO Academy courses in Fall 2008.

The College Technology Education Center (TEC) building is being modernized during Fall 2007 and Spring 2008. A part of the modernization includes new furniture, equipment, and refurbished classrooms. By Summer 2008, computers for both computer science, computer applications, and electronics will have the VISTA operating system. Subsequent computer replacement, done as part of the replacement policy, will take place in these TEC computer labs, with replaced computers cascaded to student labs on a regular basis.

Enrollment Management

The President formed an Enrollment Management Committee in Fall 2007, which was charged with providing a focus on issues of enrollment and retention of students [3M]. The President further charged the Enrollment Management Committee with coordinating activities related to developing a guaranteed two-year course schedule of classes that maximizes scheduling efficiency, improves student retention, and increases campuswide participation in recruitment and outreach. During Fall 2007, the President conducted workshops with department chairs, deans, and vice-presidents, to develop strategies for a year-long enrollment management plan and scheduling process [3N]. As a result, the President's expertise in efficiently and effectively offering courses aimed at fulfilling student expectations and improving the successful completion of courses is being transferred to faculty and administrators. New outcomes (e.g., increased depth and breadth of course offerings), new timelines, and new strategies for enrollment management are the result of this process [3O].

Occupational Education

The College has a collective team of staff from Student Services and Academic Affairs areas that support the collection of information from identified community resources, including high schools, businesses, and community outreach locations. Many of the agencies contacted the College; others were contacted by the College as service area agencies were identified. Four staff members of the College have been trained with workforce software to identify educational training needs and trends in the community. In addition, the College began a review of its Educational Master Plan (EMP) in Fall 2007 [3P] with an expected completion date of March 2008. An anticipated outcome of this review will be recommendations for new programs needed in the area of occupational education. In preparation for the development of new programs, a new Dean of Workforce Development and Corporate Relations began work in December 2007. The focus of this dean's efforts is on identifying workforce programs needed for the College service area. The dean will work closely with the Curriculum Committee to begin the process to provide additional vocational programs needed by LASC students

and community. The dean will provide guidance to departments who currently have workforce programs to evaluate the effectiveness of programs currently offered and suggest improvements [3Q]. The dean also oversees the funding resources for vocational program, such as VTEA, CTE, and Tech Prep. In addition, online surveys for VTEA students will be implemented in the 2009-2010 academic year to aid in evaluating the effectiveness of vocational programs. The College will begin offering courses from the CISCO Academy in Fall 2008 and is preparing for approval of a new program for CISCO certification.

A revision of Planning Handbook is needed that provides a process for unit plan objectives and resource requests that are not reflected in the division plan so that inadequate funding issues can be addressed. The budget monitoring plan has been placed on the College website [3R]. The Program Review Committee, a subcommittee of the Academic Senate, is currently revising the instructional program review template and will expand the program-level SLO component by March 2008 [3S]. A mini-program review is anticipated for Fall 2008. The process for integrating program review recommendations and budgetary needs will be included within the institutional planning process once the Educational Master Plan is completed early 2008. An LASC plan for Maintenance and Operations was completed in April 2007 [3T]. In addition, a small task force was commissioned in late Fall 2007 to complete the Standardized Emergency Management System (SEMS) and update the College emergency preparedness plan, both to be completed by early Spring 2008 [3U, 3V]. The College Emergency Evacuation Plan is evaluated and updated every semester due to extensive construction activities occurring on the campus [3W].

PLANNING AGENDA

| Planning Agenda | Person Responsible | Timeline for Completion |
|---|-------------------------------|-------------------------|
| 1. Develop a mission statement for each of the student success center labs. | Dean of Student Success | Summer 2008 |
| 2. Develop SLOs for the tutoring labs. | Dean of Student Success | Summer 2008 |
| 3. Revise the Planning Handbook, including a process for unfunded unit plan requests after the completion of the Educational Master Plan (EMP). | College Council Co-chairs | Summer 2008 |
| 4. Complete the assessment of the effectiveness of staff development activities. | Staff Development Coordinator | May 2008 |
| 5. Adopt a formalized Distance Education Policy. | Curriculum Committee Chair | April 2008 |
| 6. Adopt and revise the College's Technology Plan. | Technology Committee Chairs | April 2008 |
| 7. Implement online surveys for VTEA students. | Dean of Workforce Development | Fall 2009 |

| | | |
|--|--|---------------|
| 8. Begin the CISCO Academy. | Dean of Workforce Development | Fall 2008 |
| 9. Conduct and update/mini-program reviews of all instructional departments. | College Vice Presidents, Academic Senate President | December 2008 |
| 10. Complete the SEMS. | Administrative Services Vice President | April 2008 |
| 11. Update the Emergency Evacuation Plan. | Administrative Services Vice President | April 2008 |

Evidence

- 3A SLOs for tutoring labs from Learning Assistance Department (if available)
- 3B Mission statement for tutoring labs (if available)
- 3C Staff Development Survey (questionnaire and results)
- 3D Staff Development training calendar
- 3E Staff Development activity feedback survey
- 3F List of LASC online courses (16)
- 3G Distance Education Committee (DEC) (member list, agenda, minutes)
- 3H Curriculum Committee minutes noting formation of DEC
- 3I LASC Distance Education Policy (draft or final adoption)
- 3J Technology Committee (member list, agenda, minutes)
- 3K Strategic Technology Plan (draft or final adoption)
- 3L CISCO equipment acquisition (invoices/purchase orders)
- 3M Enrollment Management Committee (member list, agenda, minutes)
- 3N Enrollment management workshops with chairs, deans, etc. (sign-in, announcements, scheduling documents)
- 3O 2-year class scheduling timeline
- 3P Educational Master Plan Timeline and department scheduling for input

- 3Q Dean of Workforce guidance to departments (VTEA meeting minutes, agenda)
- 3R Budget monitoring plan (on college website)
- 3S Program Review Committee (member list, agenda, minutes)
- 3T Maintenance and Operations Plan
- 3U Standardized Emergency Management System (SEMS)
- 3V Emergency Preparedness Plan
- 3W College Emergency Evacuation Plan (include minutes documenting evaluation every semester)

Recommendation #4

There is no clear evidence that the College has developed specific strategies to meet the educational needs of the changing demographics of its community. The team recommends that the College intensify its efforts to identify service area needs. The team further recommends that the College develop and implement plans for programs, courses, and services to address identified needs (Standards IA.1, IIA.1a, IB.3a, II.B.4, IIIB.1, IIIB.2, IIID.1).

Description of Progress

The College is in the process of developing specific strategies to meet the educational needs of the changing demographics of its community. This includes intensified efforts to identify service area needs in order to develop and implement plans for programs, courses, and services. During Fall 2006, two key positions were created to accomplish this task - a Recruitment Coordinator and a Public Relations Specialist. The Recruitment Coordinator travels throughout the College service area presenting information and materials to various groups including high schools, community-based organizations, businesses in the community, and community meetings [4A]. The focus on recruitment has resulted in increased numbers of students enrolled in Spring and Fall 2007. The Public Relations Specialist is responsible for marketing the College to the entire service area. This involves providing information in Spanish to reach the non-English speaking community. Beginning in Fall 2007, the class schedule included Spanish translation of student registration information [4B]. Information is also being gathered from the College service area regarding course and program offerings requested by those in the service area.

As was reported in the 2006 LASC Self Study, the number of Hispanics in the LASC service area has grown to over 52% of the population. Since Fall 2005, LASC has seen the number of Hispanic enrollments increase dramatically. For example, in Fall 2005, 19.3% of the credit student headcount was Hispanic. By Fall 2007, Hispanic credit

headcount increased to 24.6 %. In addition, in Fall 2005, total Hispanic headcount (including both credit and non-credit enrollments) was 26.9%. By Fall 2007, total Hispanic headcount had increased to 36.6%. Increased outreach and recruitment efforts, as well as a concentrated effort on the part of the college to improve its public relations with the community, have helped to bring about increased Hispanic enrollments.

One of the successful outreach efforts toward increasing Hispanic enrollments is through the Bridges to Success outreach program, a second language student support center, includes credit and non-credit classes offered at churches, parks, and community-based organizations [4C]. Class offerings and schedules are determined by student surveys. A strong interest remains in ESL and Citizenship and there is a growing demand for computer and basic skills. The population served at the off-site locations is under-employed rather than un-employed. These students are seeking job advancement and/or skills necessary to enter job training programs. On campus, there is a Bridges To Success computer laboratory that is staffed by bilingual employees. Software learning programs complement and supplement ESL classroom instruction. All ESL students are encouraged to access the laboratory during service hours (day, evening, and Saturday) and attend a campus tour that includes an orientation to the laboratory. Non-credit students are also permitted to remotely access College resources and library databases. The Bridges To Success program participates in numerous local cultural events such as International Education Day, Latino Soy, and Los Angeles Unified School District parent education meetings.

Another outreach effort, which has increased LASC's ability to reach its Hispanic community, has been through the establishment of several off-site locations which are being used to provide education to students in their local community centers and local high schools. This has increased enrollment for those who could not commute to the College campus. The community has provided the College with suggestions for additional offerings and these off-site locations are expected to increase in enrollment. The President is very active in the community and often attends events as a guest speaker to better inform the community about the College and what it has to offer. The President is actively engaged with the International Studies Learning Center, the Bill Gates program and the California Foundation that offers classes at a local high school with strategies for enhancing curricula geared towards student success [4D].

The College acknowledges that a large percentage of students from its demographic area require basic skill level courses when they enroll. Under the Basic Skills Initiative, the re-development of VESL—the Vocational English-as-a-Second Language service for the growing number of ESL students with a workforce focus has been approved. The new vocational dean will oversee development of short-term entry level career path programs that address basic skills students. Several new programs will be instituted to promote career advancement including a Career Advancement Academy Grant and a Tech Prep Grant. Both programs will fund development of contextualized learning in basic skills courses for vocational programs [4E].

College Council will examine the most current diversity data for the College's students and personnel as well as the College service area and will also examine other diversity plans and demographic data from within and outside of the LACCD [4F]. Currently, there are Spanish-speaking employees working in most student services offices, including Counseling. As the Educational Master Plan is completed (targeted for early 2008) this data will be used to assist the campus in a planning document for new academic programs that will address community needs.

A marketing plan for LASC was completed during Spring 2007 in order to ensure the community would be better informed of LASC programs, courses and services [4G]. The plan emphasizes the positive historical contribution of the College while finding strategies to reach a new audience. This plan involves the following goals: 1) to achieve brand recognition for LASC as a quality provider of higher education; 2) to reintroduce LASC to the local media; 3) to reposition LASC's reputation within the Los Angeles Community College District; 4) to solidify the public relations function within the LASC infrastructure for maximum efficiency; 5) to improve communication with LASC employees; and 6) to improve communication with special LASC audiences. The marketing plan will be added to the College webpage so that it is available to everyone. A timeline will be developed quarterly after marketing strategies and tactics have been narrowed for 2007-2008 academic year.

PLANNING AGENDA

| Planning Agenda | Person Responsible | Timeline for Completion |
|--|---|-------------------------|
| 1. Complete the revision of the Educational Master Plan to result in a comprehensive planning document for new academic programs that address community needs. | College Vice Presidents | May 2008 |
| 2. Add a marketing plan to the College webpage so that it is available to everyone. | Public Relations Officer and Outreach/Recruitment Coordinator | Fall 2008 |
| 3. Develop a quarterly marketing timeline with sensitivity to the surrounding Latino population after marketing strategies and tactics have been narrowed. | Public Relations Officer and Outreach/Recruitment Coordinator | Fall 2008 |

Evidence

- 4A Recruitment Coordinator travel schedule to community
- 4B Fall 2007 and Spring 2008 Class Schedules (highlight Spanish translation)
- 4C Bridges to Success Program (brochures, scheduled classes, student surveys)

- 4D LASC President involvement with International Studies Learning Center, Bill Gates Program, and California Foundation (communications, memos, etc.)
- 4E Contextualized learning in basic skills (communication, proposals, etc.)
- 4F College Council minutes reflecting discussion of student diversity
- 4G LASC Marketing Plan (Spring 2007—hardcopy and website)

DISTRICT RECOMMENDATIONS

Recommendation #1

The team recommends that the district evaluate the impact of the revenue allocation model and consider the special conditions of individual Colleges (Standards III.D, IV.B).

Description of Progress

The district has responded to this recommendation by adopting a new budget allocation model in January 2007, detailed in the District Budget Committee (DBC) Report of the Budget Allocation Task Force [1.1]. Several activities led up to the adoption of the new allocation model.

In the spring of 2006, in response to ACCJC concerns, the district engaged a third party consultant, Michael Hill, to review the district's current budget allocation and funding mechanisms. In particular, studies were conducted to answer the question of whether the model contained inherent disadvantages for the small colleges in the district. In addition, they dealt with the issue of consistent overspending of the budget at Harbor College. Mr. Hill issued his first report in October 2006 (1.1 Appendix B).

Among his findings were that the district should move quickly to implement the new funding formula established by SB 361, adjust the allocation model to make assessments on a cost per FTES basis, and consider conducting assessments differently. The report also made some specific suggestions to Harbor College to reduce costs and improve productivity. His second report, the "LACCD Small College Economy of Scale Analysis," issued November 2006, looked at the adequacy of the new state formula's foundation allocation of \$3 million (1.1 Appendix C). The Chancellor's Cabinet reviewed and discussed the studies in the Fall of 2006.

In late October 2006, the DBC discussed the studies, and acting on the recommendation of then-Chancellor Rocky Young, agreed to form a Budget Allocation Task Force consisting of two members of each of the DBC stakeholder groups [1.2]. The task force was charged with the job of reviewing the district model and developing a new funding formula to provide sufficient funding for college operations. Included on the task force were representatives of both small and large colleges, including Jack E. Daniels III, the

president of Los Angeles Southwest College, and Lauren McKenzie, faculty member from Los Angeles Harbor College. The DBC also issued a report on the planning and development of the new budget allocation model, including a timeline for completion [1.3].

The task force thoroughly discussed the findings contained in the independent studies, particularly focusing on issues of compliance and alignment with the state funding model. In January 2007, the task force issued its recommendations for the adoption of a new budget allocation model in order to bring the internal budget formula into alignment with SB 361, the new CCC funding formula. The LACCD model exactly parallels the state budget formula, allocating funds to the colleges on a credit FTES basis with a two tiered basis for noncredit. One change from the state model was an increase from contingency reserves of \$500,000 (above the \$3 million state allotment) in basic allocations for each of the district's four smallest colleges (Harbor, Mission, Southwest, and West) in order to offset the problems that small colleges face in meeting their costs. The task force also recommended that districtwide assessments be changed from a percentage of college revenue over total district revenue to a cost per FTES basis since the use of FTES is consistent with the way all other funding decisions are made. The purpose of changing this manner of distributing the charge for services was to make the system more equitable and effective. This turned out to be a healthy change that benefited all the small colleges in 2006-07. The task force further suggested that the district office budget allocation not be set at a fixed percentage and that its budget be periodically reviewed for appropriateness. (Details of the recommendations are contained in the report.)

The DBC approved the new budget allocation model on January 17, 2007 [1.4] and the Board of Trustees approved it on February 7, 2007 [1.5]. The new model addresses the concerns regarding disparity in the treatment of the smaller colleges, noted by the ACCJC. However, as of Fall 2007, six district colleges project potential budget shortfalls. These are expected to be mitigated by growth funds as they become available in the Spring of 2008. In addition, the district is working with the colleges on enrollment management strategies for 2008-09 to bring their budgets under control.

As has been the practice in the district since 2001, when the DBC instituted allocation grant procedures in response to the situation of smaller colleges that have had trouble balancing their budgets, a college ending the year in deficit can request the intervention of the DBC Allocation Grant Taskforce, comprised of administrators, faculty, and staff from other colleges in the district. To apply for debt relief, the college submits a fiscal self-study to assess the causes of its deficit. Members of the taskforce review the data, visit the college, meet with administrators, faculty, and staff, and issue recommendations to help the college reach financial independence. If the college follows these recommendations, a portion of the deficit is offset with funds from the district's contingency reserve. Southwest College underwent the process in 2001-02, Harbor College in 2003-04, and Mission College in 2007. In Spring 2007, the DBC decided that a college that ends the year in deficit for more than \$500,000 or 1% of its budget

(whichever is greater) is required to submit a financial plan and participate in a quarterly review.

Evidence

1.1 Report of the Budget Allocation Task Force, January 2007

1.1 Appendix B Report to Chancellor Young, LACCD, On Specific Matters Related to District Operations, Michael Hill, October 5, 2006

1.1 Appendix C LACCD Small College Economy of Scale Analysis, November 2006

1.2 DBC minutes October 25, 2006

1.3 Budget Allocation Model Planning and Development report, October 25, 2006

1.4 DBC minutes, January 17, 2007

1.5 Board of Trustees minutes, February 7, 2007

Recommendation #2

The functional relationship between the College and the District needs to be fully defined through a dialog focused on efficient use of resources and service to students. The implementation of a decentralized relationship needs mutual definition (Standard IVB.3.a, c).

Description of Progress

Since the LACCD Board of Trustees formally adopted the principle of decentralization in 1999, the district and the Colleges have been working to clarify and delineate operational responsibilities. Eight years ago, the district participated in a pilot program organized by the ACCJC aimed at clarifying lines of accountability and authority in districts with multiple Colleges. Known as the Multi-College Pilot Program (MCP), this effort involved members of accreditation committees, who, with input from district administration, the board, the academic senate, and union leadership, examined district/College roles and responsibilities. Meetings led to the creation of a 45-page functional map, which was revised several times over the years [2.1]. The map delineated whether functions outlined in accreditation standards belonged to the district, the nine Colleges, or a district-wide body.

In order to respond to ACCJC concerns that the Functional Map's primary focus was in relation to the accreditation standards and did not provide a clear delineation of operational responsibilities and functions, in 2005 the district initiated a review of all district office functions. Over a two-year period, every district office charted the

functions it provides to the Colleges. The functional map was replaced with District Office Service Outcomes, specifying user constituencies at the College level, areas of responsibility, and expected outcomes for all services [2.2]. These service outcomes were shared with the Chancellor's Cabinet and the three vice presidents' councils to elicit feedback. Further dialogue took place at the annual District Academic Senate summit in September 2006, a day-long event attended by 125 Academic Senate faculty leaders and senior staff from all nine Colleges. A panel comprised of the chancellor, a member of the Board of Trustees, the president of the District Academic Senate (DAS), a faculty union representative, and a College president explored the current state of decentralization and district/College relations with attendees. Breakouts afforded participants a chance to go more in depth to discuss specific areas, such as payroll, HR, and marketing [2.3].

Another opportunity to engage in dialogue related to district/College relationships and functions was launched in the Spring of 2006, when the district initiated the District Strategic Planning Initiative. This comprehensive district-wide strategic planning process gave the Colleges a chance to assess progress made toward achieving past goals as detailed in district self studies and informal planning activities and to establish new districtwide goals and objectives. Informal SWOT analysis focus groups were held at each College that semester. Participants identified district-wide strengths and weaknesses and suggested future priorities [2.4]. A draft of the District Strategic Plan 2006-2011 [2.5] was circulated in Fall 2006, discussed in open forums held on the campuses and at the annual DAS summit, and received final approval by the Board of Trustees in January 2007. Strategic Plan Goal #4 deals with efforts to develop a districtwide culture of service and accountability, which entails maximizing the ability of the Colleges to act efficiently as independent entities while simultaneously enjoying the benefits of being a large, multi-College district. The short-term and long-term outcome measures of effectiveness for the plan's goals and objectives are outlined in the implementation matrix [2.6]. As part of its response to this planning goal, the district has created an HR Help Desk [2.7] to assist employees with Human Resources issues that are not solvable at the campus level and is in the process of creating an Employee Service Center to assist the district's employees with payroll, benefits, retirement, and other personnel matters.

In a continuing effort to clarify district/College responsibilities, the district, in conjunction with the AFT College Faculty Guild, began holding annual Department Chair Workshops in the fall [2.8]. The first one was held in October 2006, the second in November 2007. Over 100 department chairs and vice presidents of Academic Affairs attended the first session to learn the ins and outs of district and campus roles related to the vital function of running the Colleges' academic departments.

To further clarify functions, the District Office departments have begun a pilot project to create flow charts of districtwide functions, both on the district and College levels. The goal is to create simple, intuitive visual process maps of critical functions, such as faculty and staff hiring, curriculum approval, procurement, specially funded programs, faculty and staff evaluations, etc. These functional flow charts will delineate responsibilities between the Colleges and the District Office for each step of the process being described.

The eventual goal is to post these online with links to forms and contact information. The Faculty Hiring Flow Chart is a sample of the charts that are being developed [2.9]. After the flow charts are developed, by the spring of 2008, they will be forwarded to the vice presidents' councils and the DAS for review and refinement as a final step in the comprehensive dialogue of the past two years.

Our new chancellor, Mark Drummond, has also made a commitment to redefining decentralization as it impacts the district's efficiency and effectiveness. Beginning this spring, the chancellor will engage the Board of Trustees, the Cabinet, the District Academic Senate, and the Colleges in an ongoing dialogue to further clarify decentralization and district/College relationships. This dialogue will include the mutual creation of a decentralization "vision statement" that will be integrated into the current District Strategic Plan. When finalized, this vision statement will be circulated among district and College stakeholders for review and will be submitted to the Board of Trustees for adoption by June 2008.

Evidence

- 2.1 Functional Map
- 2.2 District Office Service Outcomes
- 2.3 DAS Summit 2006 agenda, DAS newsletter article, minutes
- 2.4 SWOT results from the three Seaside Colleges, Spring 2006
- 2.5 District Strategic Plan
- 2.6 Strategic Plan Implementation Matrix
- 2.7 Help Desk Flyer
- 2.8 Department Chair workshop 2006
- 2.9 Faculty Hiring Flow Chart

APPENDICES

APPENDIX A

2006 Accreditation Follow Up Matrix

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| | | <p>2a3. Establish a basic skills task force to create a comprehensive basic skills plan</p> <p>2a4 Approve Basic Skills Plan</p> <p>2a5. Implement the basic skills plan as approved</p> <p>2a6. Start a “Best Practices Forum” with faculty to determine how to identify and address individual learning styles and incorporate best practices into the curriculum</p> <p>2a7. Review and revise the orientation program and personal development classes and encourage enrollment in personal development class and in assessment testing for first-time college students</p> <p>2a8. Encourage faculty to refer under-prepared students to college prep workshops</p> <p>2a9. Validate the English departmental final exams</p> | <p>2a3-4 President</p> <p>2a5. VP of AA and SS</p> <p>2a6 Staff Development Coordinator</p> <p>2a7 Matriculations coordinator and counseling chair</p> <p>2a8 VP of SS and AA</p> <p>2a9 English Chair</p> | <p>2a3-4 Dec 2006 (c)</p> <p>2a5 Dec 2006 (b)</p> <p>2a6 Dec. 2007 (b)</p> <p>2a7 Dec. 2007 (c)</p> <p>2a8 Fall 2007 (b)</p> <p>2a9 May 2008 (c)</p> | <p>2a3-4 Approved Basic Skills Plan</p> <p>2a5. Implemented basic skills plan that reflects improved key student success indicators</p> <p>2a6 A Best Practices Forum (including faculty), agenda, and attendance records; a follow-up forum on integrated practices into the curriculum and SLOs</p> <p>2a7 Orientation program agenda and handouts; increased enrollment in personal development class and assessment testing</p> <p>2a8 Increased participation of under-prepared students in college pre workshops</p> <p>2a9 Validated English dept exit exams that use SLO rubrics which demonstrate competency</p> |
| <p>3. The college focus greater attention on <u>assessing the currency and effectiveness</u> of</p> | <p>3a. Develop effective systematic means of measuring institutional effectiveness to support student learning as it relates to the college’s</p> | <p>3a1. Create institutional benchmarks using student learning outcomes, program</p> | <p>3a1 Chairs of Student Success Committee</p> | <p>3a1 December 2007 (c)</p> | <p>3a1 Creation of institutional benchmarks</p> |

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| <p>all programs and services with particular emphasis on</p> <ul style="list-style-type: none"> - Development of the staff - Distance Learning - Technology - Enrollment Management - Occupational Education | <p>mission</p> | <p>reviews, unit plans, division plans, and college wide plans as resources for establishment of these benchmarks</p> <p>3a2. Assess effectiveness of tutoring labs and other learning support services by establishing SLOs in the support services and document performance in current courses along with matriculation into higher level courses</p> <p>3a3. Conduct student follow ups in vocational and occupational programs that gather data on students successful course completions and/or programs</p> <p>3a4. Review vocational programs every two years.</p> <p>3a5. Review and evaluate the “five-semester” plans.</p> <p>3a6. Analyze data dealing with external competency requirements for voc ed programs, e.g. nursing, child development, etc.</p> <p>3a7. Review the process and revise the timeline for program reviews and better integrate program review with SLOs and unit</p> | <p>3a2 Institutional research, chairs of the SLO committee</p> <p>3a3 Dean responsible for workforce development</p> <p>3a4 Dean responsible for workforce development</p> <p>3a5 VP and deans of AA along with the department chairs</p> <p>3a6. Dean responsible for workforce development</p> <p>3a7 Program review committee, Academic Senate, and faculty chairs</p> | <p>3a2 June 08 (c)</p> <p>3a3 Fall 2007 (b)</p> <p>3a4 Spring 08 (c)</p> <p>3a5 December 2007 (c)</p> <p>3a6 Fall 2007 (b)</p> <p>3a7 Fall 07 (c)</p> | <p>3a2 Tutoring lab and learning support service assessments and established SLOs</p> <p>3a3 Report which documents what follow up was done and an analysis of the data collected</p> <p>3a4 Completed 2-year Voc Ed program review document for each voc-ed program</p> <p>3a5 Revised 5 semester plan</p> <p>3a6 Report on success of students completing external competencies, e.g. NCLEX, CD certificates, etc.</p> <p>3a7 Revised program review timeline and template</p> |
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| | | planning documents. | | | |
| | | 3a8. Develop a process to address the unit plan objectives and resource requests that are not reflected in the division plan | 3a8 Chairs of College Council | 3a8 Fall 07 (c) | 3a8 Revised College Planning Manual |
| | | 3a9. Ensure that the program review process informs the Technology Plan | 3a9 Chairs of Tech Committee | 3a9 Fall 07 (c) | 3a9 Minutes of the Tech Committee which detail the use of program reviews in developing the Tech Plan |
| | | 3a10. Revise the college technology plan (include evaluation of the replacement policy) consistent with overall college goals | 3a10 Chairs of Tech Committee | 3a10 Fall 07 (c) | 3a10 Minutes of the Tech Committee which detail the process of incorporating a replacement policy into the revised Tech Plan |
| | | 3a11. Develop strategic plan for operations and maintenance | 3a11 VP of AS | 3a11 December 07 (c) | 3a11 Strategic Plan for Operations and Maintenance |
| | | 3a12. Revise emergency preparedness plan so it is current with changes in physical plant and new constructions | 3a12 VP of AS | 3a12 Fall 07 (c) | 3a12 Revised Emergency Plan |
| | | 3a13. Develop a furniture repair/replacement plan to reduce classroom seating inadequacy | 3a13 VP of AS | 3a13 Fall 07 (c) | 3a13 Furniture Repair/Replacement Plan |
| | | 3a14. Develop plan to update and keep current the library technology, resources, and book collection | 3a14 Library Dept Chair | 3a14 Fall 07 (c) | 3a14 Library Resources Plan Developed |
| | | | 3a15 Chairs of | 3a15 | 3a15 Unit Plan |

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| | <p>3b. Develop a comprehensive staff development program to include training in distance learning, use of technology, enrollment management, and promotion of vocational education.</p> <p>3c. Implement a systematic point-of-service survey for the library and all non-instructional student service areas and provide timely feedback to these areas for immediate improvement of services</p> <p>3d. Develop a more coordinated plan for the development and expansion of online course offerings</p> | <p>3a15. Revise the unit plan template so that Program Review goals and resources requests feed into Unit Plans.</p> <p>3b1. Develop and publicize an annual training calendar with professional development activities</p> <p>3b2. Implement evaluation of all faculty and staff at specified and regular intervals</p> <p>3b3. Select fully dedicated staff member for seeking grants</p> <p>3b4. Investigate the viability of integrating a course software management system under the direction of the curriculum committee.</p> <p>3c1. Purchase electronic and hardcopy survey software and hardware.</p> <p>3c2. Student Services and library will establish a timeline for administration and analysis of point-of-service surveys.</p> <p>3d1 Form a distance ed committee as a sub-committee to the curriculum in order to ensure compliance with Title V and</p> | <p>College Council</p> <p>3b1 Staff Development Coordinator</p> <p>3b2 VPs, Deans, Unit Managers, and Dept Chairs</p> <p>3b3 President</p> <p>3b4 Curriculum Committee Chair</p> <p>3c1 Institutional Research</p> <p>3c2 VP of SS and AA, and Institutional Research</p> <p>3d1 Curriculum Chair</p> | <p>June 07 (c)</p> <p>3b1 Fall 2007 (c)</p> <p>3b2 Dec 2007 (b)</p> <p>3b3 June 2008 (c)</p> <p>3b4 March 2007 (c)</p> <p>3c1 June 2007 (c)</p> <p>3c2 July 2007 (c)</p> <p>3d1 March 2007 (c)</p> | <p>Template that allows for integration of program review goals and resources</p> <p>3b1 A published staff development calendar</p> <p>3b2 50% of 2007-2008 scheduled staff and faculty evaluations completed</p> <p>3b3 Staff member will be hired whose full time job is seeking grants</p> <p>3b4 Minutes of the Curriculum Committee which show the presentation of the software management system</p> <p>3c1 Procurement of electronic and hardcopy survey software and hardware.</p> <p>3c2 Publish timeline on college website under Student Services (or IR)</p> <p>3d1 Curriculum Committee minutes which reflect the creation and membership of the Distance Ed Sub-</p> |
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| | <p>the College Mission.</p> <p>3d2. Provide online orientation and assessment services to students.</p> <p>3e1. DSPPS establish a program and methodology for supporting leaning disabled students.</p> <p>3f1. Develop a plan to evaluate the need for more staff support for the Assessment and Matriculation Office</p> <p>3g1 Conduct a comprehensive program review of human resources</p> <p>3h1. Revise the Planning Handbook in order to improve institutional effectiveness incorporating lessons learned from the previous planning cycles (ensure budget allocation process is aligned with the strategic plan)</p> <p>3i1. Assign the Budget Sub-Committee the task of developing a plan that monitors the college budgets in a manner that prevents overspending and build a small reserve while scheduling in a manner that enables the College to grow.</p> | <p>3d2 Matriculation coordinator</p> <p>3e1 Coordinator for DSPPS</p> <p>3f1 Matriculation Coordinator</p> <p>3g1 VP of AS</p> <p>3h1 Chairs of College Council</p> <p>3i1 Chair of the Budget Sub-Committee</p> | <p>3d2 Feb 2008 (b)</p> <p>3e1 Oct 2007 (c)</p> <p>3f1 Fall 07 (c)</p> <p>3g1 Dec 2007 (c)</p> <p>3h1 Fall 07 (c)</p> <p>Fall 07 (c)</p> | <p>committee</p> <p>3d2 Conduct the first online orientation by end of Jan 2008; there will also be links on the college's website</p> <p>3e1 Program review should reflect the methodology for supporting learning disabled students</p> <p>3f1 Program review should reflect the need and plan for more staff support for the Assessment and Matriculation Office</p> <p>3g1 Program review should demonstrate the effectiveness of human resources</p> <p>3h1 Revised Planning Handbook</p> <p>3i1 Publish the budget monitoring plan to the college community by email and placement on the college website</p> | |
| 4. The college intensify its | 4a. Develop and implement a plan for improving | 4a1. Develop a diversity | 4a1 Chairs of | 4a1 | 4a1 Published |

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| <p>efforts to <u>identify service area needs and develop and implement plans for programs, courses, and services to address identified needs</u></p> | <p>the diversity of faculty, staff, and administrators to reflect the demographics of the college service area</p> | <p>hiring recruitment plan for improving the diversity of faculty, staff, and administrators to reflect the demographics of the college service area</p> | <p>College Council</p> | <p>March 08 (c)</p> | <p>diversity hiring recruitment plan for staff and faculty</p> |
| | <p>4b. Identify a clear strategy to develop programs and courses which address community needs</p> | <p>4a2 Implement the hiring recruitment plan for improving the diversity of faculty, staff, and administrators to reflect the demographics of the college service area</p> | <p>4a2 President</p> | <p>4a2 June 08 (b)</p> | <p>4a2 All hiring committees beginning in June 2008 shall report to the President the processes and documents used in employing the diversity recruitment plan</p> |
| | | <p>4b1. Develop short-term entry level career path programs that address the needs of students with limited academic skills in need of entry level job preparation.</p> | <p>4b1 Dean in charge of workforce development</p> | <p>4b1 Fall 07 (b)</p> | <p>4b1 At least 2 short-term entry level career path programs started</p> |
| | | <p>4b2. Using data from focus groups, program review, viability recommendations, etc, develop and implement a plan for new academic and community service programs that more fully meet community needs.</p> | <p>4b2 VP of AA and community services manager</p> | <p>4b2 Nov 2007 (b)</p> | <p>4b2 Publish a report that uses data to demonstrates the need for future programs which benefit students' needs and implement at least the first step of the plan</p> |
| <p>4c Adopt a marketing plan to ensure that the community is well informed of the programs,</p> | <p>4b3. Provide data on employment outcomes of students who complete college certificates or degrees that meet the needs of the surrounding community.</p> | <p>4b3 Institutional research and Dean overseeing workforce development</p> | <p>4b3 Dec 07 (c)</p> | <p>4b3 Published report identifying employment outcomes of students who complete degree/certificate programs, esp as it pertains to the service area</p> | |
| | <p>4c1 Hire Public Relations and a Marketing</p> | <p>4c1 President</p> | <p>4c1 Fall 06 (c)</p> | <p>4c1 Hiring of PR and Marketing</p> | |

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| | courses, and services at LASC | Coordinator 4c2 Develop a marketing plan to ensure the community is well informed of LASC programs, courses, and services 4c3 Implement a marketing plan to ensure the community is well informed of LASC programs, courses, and services | 4c2 Public relations officer and outreach and recruitment coordinator 4c3 Public relations officer and outreach and recruitment coordinator | 4c2 June 07 (c) 4c3 Aug 07 (b) | Coordinator 4c2 Published Marketing Plan 4c3 Report on the progress and steps taken to implement the marketing plan |
| 5. The college develop and implement a strategy whereby <u>information is communicated to all constituent groups in an accurate, timely, and systematic manner</u> | 5a The college will develop and implement a strategy whereby <u>information is communicated to all constituent groups in an accurate, timely, and systematic manner</u> 5b Promote college wide support for planning process and foster values and respect for evidence based upon participatory decision making 5c Promote constituency participation and attendance at meetings | 5a.1. Sign-off on participatory governance agreement. 5a.2. Assign a counselor to each of the academic disciplines to attend departmental meetings and carry information to and from counseling services. 5b1. Publish planning agendas, minutes, and related committee documents on the college website and encourage viewing by emailing constituent groups. 5b2. Create dialogue in workshop format with and among faculty about SLOs 5b3. Host campus wide forums at least once per primary term with presidential update and Q&A 5c1. Organize a task force to develop a plan to evaluate committees in order to | 5a1. President and College Council 5a2. Counseling Dept Chairperson 5b1 Chair of College Planning Committee 5b2 SLO Committee Chairs 5b3 College President 5c1 Chairs of College Council | 5a1. Fall 07 (b) 5a2. Spring 07 (c) 5b1 January 08 (b) 5b2 April 2007 (b) 5b3 Fall 2006 (b) 5c1 Spring 2008 | 5a1. Signed Participatory Governance Agreement 5a2. Dept. meeting and/or counseling minutes 5b1 Updated College website (with planning documents) and email reminders 5b2 Attendance Sheets and Evaluation Forms from SLO Workshops 5b3 Campus announcement of meeting, agenda/sign-in sheet 5c1 Task force membership and report & timeline for |

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| | | eliminate duplication of tasks and to increase and monitor constituency participation and attendance (including students). 5c2. Establish effective College Council | 5c2 President | (b) 5c2 March 2007 (c) | implementation & plan to promote participation 5c2 College Council membership & meeting dates |
| | 5d Develop improved communications between LASC and LACCD | 5d1. Work with LACCD to develop a task force to review the LACCD's allocation model and publish the results 5d2. Coordinate with the LACCD to fill in the gaps in the LACCD Functional Map in order to improve understanding of campus responsibilities and disseminate the map campus wide via the college web page | 5d1 President 5d2 Accreditation Liaison Officer | 5d1 Fall 2006 (b) 5d2 June 2008 (b) | 5d1 Revised allocation model 5d2 Updated LACCD Functional Map |
| 6. The college creates <u>a secure and fireproof location for the archival of academic records and for the college seal.</u> | 6a. Create <u>a secure and fireproof location for the archival of academic records and for the college seal.</u> | 6a1. Purchase fireproof safety box to store student records and the college seal 6a2. Utilize technologies to scan, archive, and store all historical and future student records in the fireproof safety box. | 6a1-2. VP of AS | 6a1-2 Spring 2007 (c) | 6a1-2. A secure and fireproof location for the archival of academic records and for the college seal. |
| 7. The college establishes a timeline for developing SLOs at each level, implement a process to incorporate and identify measurable assessments that can be used to determine progress toward achieving SLOs, and incorporate guidelines for measuring SLOs in the handbook. | 7a. Develop a comprehensive timeline for completion of identification, assessment, and evaluation of SLOs at course, program (including library and support services), and institutional levels. | 7a1. Through the Academic Senate, review, revise, and construct the program review process and timeline to incorporate SLOs. 7a2. Review course outlines to ensure SLOS are listed. | 7a1. Program Review Committee and Academic Senate President 7a2. SLO Committee Co-Chair and chair of curriculum committee | 7a1 Spring 07 (b) 7a2. Fall 07 (b) | 7a1. Program Review template, timeline & process 7a2. Course Outlines with SLOs |

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|--|--|--|---|---|--|
| | <p>7b. Complete the “Guidelines For Development, Assessment, and Reporting Of Student Learning Outcomes (SLOs)” handbook.</p> <p>7c. Implement a process to incorporate and identify measurable assessments at all levels and areas (academic and student services) that can be used to determine progress toward achieving SLOs</p> | <p>7a3. The SLO Committee presents the comprehensive SLO timeline to the Academic Senate for approval.</p> <p>7b. The SLO Committee completes the SLO Handbook and presents the draft to the Academic Senate for approval.</p> <p>7c1. Develop workshops to enhance faculty knowledge and implementation strategies on how to utilize SLOs (including institutional SLOs [ISLOs]) for improving instructional programs and courses.</p> <p>7c2. Develop, implement, assess and improve degree, certificate, and student service SLOs through activities such as holding departmental workshops, collecting data, and reviewing SLOs from other institutions.</p> <p>7c3. Develop and assess general education and civic responsibility SLOs that integrate life-long skills throughout the curricula.</p> <p>7c4. Standardize syllabi template to incorporate SLOs</p> | <p>7a3. SLO Committee Chairs</p> <p>7b. SLO Committee Chairs</p> <p>7c1. SLO Committee Chairs</p> <p>7c2. SLO Committee Chairs</p> <p>7c3. SLO Committee Chairs</p> <p>7c4. Curriculum and SLO chairs</p> | <p>7a3. Feb 08 (c)</p> <p>7b. Spring 08 (c)</p> <p>7c1. Spring 07 (b)</p> <p>7c2. Fall 2007 (b)</p> <p>7c3. Spring 2008 (b)</p> <p>7c4. Spring 08 (b)</p> | <p>7a3. Comprehensive SLO Timeline & Senate Minutes</p> <p>7b. SLO Handbook Published on College Website</p> <p>7c1. Attendance records, presentation materials and workshop schedule, completed evaluation forms</p> <p>7c2. Program Review and Program/Student Services SLO Assessment documents, Workshop Materials and Attendance Records, Examples of SLOs from other institutions</p> <p>7c3. ISLOs, Results of Assessment, Changes made to curricula or pedagogy that enhances life-long skills</p> <p>7c4. Standardized Syllabi with SLOs approved by Senate</p> |
|--|--|--|---|---|--|

APPENDIX B

Planning Matrix (Section 1 of Basic Skills Plan)

Planning Matrix for Section 1: Organizational and Administrative Practices

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

| Planned Action | Effective Practice and Strategy | New, Change, or Expansion | Start Date | Current Measure of Effectiveness (Baseline) | Projected Measure (Benchmark) | Date for Projected Measure | Responsibility | Budget Request | Priority |
|---|---|----------------------------------|-------------------|---|---|-----------------------------------|---|-----------------------|-----------------|
| Create a department whose primary responsibility is developing an expertise in the area of developmental education. | 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1, 1.3.2, 1.3.3 Developmental education is a college priority | New | June 07 | Outcome of student success will be monitored and measured at the end of each semester | Higher retention, higher number of students passing courses with the necessary competencies to succeed in main stream college classes | Spring 09 | Dean of Student Success, faculty and staff of Learning Assistance Dept. | Merging | 1 |
| Revision of course outlines, syllabi-in common for all courses, teacher training in new and improved strategies of instructional deliveries, establish a continuum with the developmental education deliveries. | 1.5.1, 1.5.2, 1.5.3, 1.5.4 Support of developmental students in and out of the classroom | New, expansion | June 2007 | | Higher retention, higher number of students passing courses with the necessary competencies to succeed in main stream college classes | Spring 2009 | Dean of Student Success, faculty and staff of Learning Assistance Dept. | Merging | 2 |
| Initiate an annual electronic newsletter addressing the current goals and objectives of the department of developmental education. | 1.2.4 Communicate developmental education goals and objectives | New | Sept. 2007 | No current effort in place | Half of college employees access annual newsletter as indicated by “hits” to newsletter website | Jan. 2008 | Public Information | Less than \$500 | 3 |

APPENDIX C

Planning Matrix (Section 2 of Basic Skills Plan)

Planning Matrix for Section 2: Program Components

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

| Planned Action | Effective Practice and Strategy | New, Change, or Expansion | Start Date | Current Measure of Effectiveness (Baseline) | Projected Measure (Benchmark) | Date for Projected Measure | Responsibility | Budget Request | Priority |
|--|---|----------------------------------|-------------------|---|---|-----------------------------------|---|--------------------------------|-----------------|
| Pending state assessment changes, the Math and English departments will work with the Matriculation Office to calibrate the assessment instruments on a bi-yearly basis. | 2.1.5 Assessments instrument review | Expansion | Spring 2008 | | The assessment instrument used by the college will be calibrated on a by yearly basis by both the Math and English departments. | | Matriculation Office, Math Department Chair, English Department Chair | None | 1 |
| Students that test at the developmental level will be given the opportunity to take additional diagnostics to identify specific deficiencies. | 2.1.4 Pre-enrollment activities for developmental level students | New | Spring 2008 | | 30% of tested students will participate in additional diagnostic services | | Student Success Dean, Matriculation Office, LRC | None | 2 |
| All new students taking any Math or English course will attend an orientation session prior to starting classes. | 2.1.1 Mandatory orientation | Expansion | Fall 2008 | | 100% of new students taking a math or English course will attend an orientation session | Fall 2009 | Matriculation Office | None | 3 |
| Ensure that all developmental education students receive counseling services within the first three weeks of the semester. | 2.3.4. Counseling of dev. ed. students occurs early in the semester | Expansion | Spring 2008 | Currently, 75% of dev. ed. students are seen by a counselor within the first three weeks. | 100% of dev. ed. students will be seen by a counselor within the first three weeks. | Fall 2009 | Counseling Department Chair | One additional 2 FTE counselor | 4 |

APPENDIX D

Planning Matrix (Section 3 of Basic Skills Plan)

Planning Matrix for Section 3: Staff Development

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature, then indicate the effective practice’s number followed by “local.” Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective), or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

| Planned Action | Effective Practice and Strategy | New, Change, or Expansion | Start Date | Current Measure of Effectiveness (Baseline) | Projected Measure (Benchmark) | Date for Projected Measure | Responsibility | Budget Request | Priority |
|--|---|----------------------------------|-------------------|--|--|-----------------------------------|--|-----------------------|-----------------|
| Funds are made available through general funds to support professional development activities for faculty and staff in the developmental course. | 3.1.2, 3.5.2, 3.5.3 Administrative support of professional development | Expansion | September 2007 | | Funds are earmarked for developmental faculty development activities | Fall 2007 | President, Staff development committee chair | 50,000 | 1 |
| Innovative teaching strategies are explored and employed by faculty teaching developmental courses. | 3.2.1, 3.2.2, 3.2.4, 3.2.2 Implementation and buy-in for professional development activities | New and expanding | September 2007 | | Faculty reporting on the types of new teaching strategies being employed and their effectiveness | Fall 2008 | | 10,000 | 2 |
| Departmental policies supports teaching and learning improvements through activities such as revised course outlines; syllabi-in common, and integrated technology into teaching strategies. | 3.3.1, 3.4.1, 3.4.2, 3.3.3 Staff development is based on faculty needs | New and emerging | June 07 | Merging | Higher retention, more successful students | Spring 2007 | Department Chairs, Faculty, Deans | 10,000 | 3 |

APPENDIX E

Planning Matrix (Section 4 of Basic Skills Plan)

Planning Matrix for Section 4: Instructional Practices

For each planned action, indicate which effective practice and strategy it is related to; if the strategy is a local one not identified in the literature then indicate the number for the effective practice followed by “local”. Indicate whether the action is new, a change (substantially altering a program or practice in order to be more effective) or an expansion (expanding an existing program or practice to meet the needs of a greater number of students and/or employees).

| Planned Action | Effective Practice and Strategy | New, Change, or Expansion | Start Date | Current Measure of Effectiveness (Baseline) | Projected Measure (Benchmark) | Date for Projected Measure | Responsibility | Budget Request | Priority |
|--|---|----------------------------------|-------------------|---|--|-----------------------------------|---|-----------------------|-----------------|
| Develop close relationships and partnerships with the various student service offices to provide support that may be needed and identified in the classroom. | 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5 Holistic approach to developmental education | Change, expansion | Fall 2007 | | Counseling staff and other student services personnel have been identified, lines of communication are established, and formal policies are instituted to partner faculty and student services | Spring 2008 | Departments chairs, Counseling department chair, faculty, deans | None | 1 |
| Use the Math department as an incubator for innovation in teaching methods and curriculum development for developmental students. | 4.2.2 Implement effective curricula and practices for Mathematics | Change and expansion | Fall 2007 | | Effective strategies are identified, tested, and documented. Research is done to provide empirical evidence of effectiveness. | Spring 2008 | Department chair, faculty, deans | 2,000 | 2 |
| Consult professionals with an expertise in learning theory and strategies and subject matter to increase teaching effectiveness | 4.1.1, 4.1.2, 4.1.3 Increased use of learning theory in practice | Change and expansion | Fall 2007 | | Faculty and point to examples of learning strategies used in class and connect them to learning theory | Spring 2008 | Department chairs, faculty, deans | 5,000 | 3 |
| Evaluate the most effective software to use in the tutoring labs; procure software for computers; incorporate tool into tutoring services. | 4.10 Academic support mechanisms (local strategy, not from literature review) | Possible Change | Fall 2007 | Effectiveness of tutoring shows that students who participate have 3% higher GPAs than students who do not receive tutoring | With this additional tool used in the tutoring lab, the college hopes to improve the rate from 3% higher to 5% higher. | Spring 2008 | Tutoring coordinator | \$45,000 or more | 4 |