PEER REVIEW TEAM REPORT

Los Angeles Southwest College
1600 West Imperial Hwy
Los Angeles, CA 90047

This report represents the findings of the Peer Review Team that conducted a focused site visit to Los Angeles Southwest College March 6, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Diana Z. Rodriguez
Team Chair

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Los Angeles Southwest College
Peer Review Team Roster
TEAM ISER REVIEW

Ms. Diana Z. Rodriguez, Chair
San Bernardino Community College District
Chancellor

Dr. Nathaniel Jones III, Vice Chair
College of Alameda
President

ACADEMIC MEMBERS
Dr. Myshel Pimentel
Merced College
English Faculty

Dr. Roland Finger
Cuesta College
Professor of English

Ms. Tia Germar
Butte College
Librarian Tenured Faculty

Dr. Nicole Grose
Feather River College
Assistant Professor

ADMINISTRATIVE MEMBERS
Dr. Elaine Kuo
Foothill College
College Researcher

Mr. Shaminder Brar
Antelope Valley College
Vice President Administrative Services

Dr. Sonja Lolland
Yuba Community College District
Vice Chancellor Education and Planning

Dr. Melissa Raby
Columbia College
Vice President Student Services

ACCJC STAFF LIAISON
Dr. Catherine Webb
Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.

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FOCUSED SITE VISIT

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Summary of Focused Site Visit

INSTITUTION: Los Angeles Southwest College

DATES OF VISIT: March 6, 2023

TEAM CHAIR: Diana Z. Rodriguez

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October, 2022, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

Four members of the peer review team conducted a Focused Site Visit to Los Angeles Southwest College on March 6, 2023 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the College CEO on February 2, 2023 to discuss updates since the Team ISER Review on October 3, 2023 and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 55 faculty, administrators, classified staff and students in formal meetings, group and individual interviews. The team held one open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes and provided recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit team during the meetings and interviews, and for ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

Commendation 1: The team commends the College for their caring spirit for the campus community as evidenced by; equity work, celebrating cultural heritage, student engagement and activities, Zero-Cost Textbook Program, Student Support Hub in Canvas, instructional support services, ongoing professional development activities and campus, and community outreach activities including by hosting food and clothing giveaways, blood drives, COVID-19 testing centers, a voting center, free laptops and internet access. (I.C.6, II.A.2, II.B.1, IV.A.2, IV.B.6)

District Commendation 1: The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

Introduction

Los Angeles Southwest College (LASC) was founded in 1967 and is part of the Los Angeles Community College district (LACCD). LASC is a Minority Serving Institution with nearly 90% of credit enrolled students are either African American/Black or Hispanic/Latino. LASC provides curriculum and services that support students' personal and professional needs. LASC offers pathways to certificates and degrees in a variety of formats including traditional full-semester, online evening, weekend, and short-term classes. LASC's primary service area includes the cities of Los Angeles, Gardena, Hawthorne, and Inglewood.

Eligibility Requirements

1. Authority

The team confirmed that Los Angeles Southwest College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

Los Angeles Southwest College meets the Department of Education eligibility requirements.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 10, 878 students for the 20-21 academic year. The majority of these students are pursuing goals that relate to attainment of a degree, certificate, or transfer.

Los Angeles Southwest College meets the Department of Education eligibility requirements.

3. Degrees

The team confirmed that the majority of courses offered at Los Angeles Southwest College led to a degree, certificate, or transfer. A majority of LASC's students are enrolled in courses leading to transfer and/or a degree or certificate.

 Los Angeles Southwest College meets the Department of Education eligibility requirements.

4. Chief Executive Officer

The team confirmed that the Los Angeles Community College District Chancellor, employed by its Governing Board and in accordance with Administrative Regulation B-19, has delegated full responsibility to the College CEO to implement and administer delegated district and system policies without interference and holds the College CEO accountable for the operation of the college.

Los Angeles Southwest College meets the Department of Education eligibility requirements.

5. Financial Accountability

The team confirmed that Los Angeles Southwest College, engages a qualified external auditor, on behalf of Los Angeles Community College District, to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Audit reports are made available to the public.

Los Angeles Southwest College meets the Department of Education eligibility requirements.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matters. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."
  a. *The team should place an X next to each evaluation item when it has been evaluated.*
  b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third-Party Comment"), the team should also complete the conclusion check-off.*
  c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
  d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to

	meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The institution accreditation website is easily accessed through a link at the footer of the campus's webpage. The accreditation website contains links to all accreditation documents and communications with ACCJC. The site includes contact information for ACCJC.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to

	meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Los Angeles Southwest College analyzes its performance on institution-set standards and student achievement and takes appropriate measures in areas where its performance is not at the expected level. The institution uses institution-set standards to guide self-evaluation and institutional improvement.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The Team confirmed that Los Angeles Southwest College offers degrees and programs that include the appropriate length, breadth, depth, and rigor as indicated by articulation agreements with four-year institutions. The course outlines of record, the college

catalog, and the schedule of classes demonstrate that units of credit for lecture, laboratory and clinical practice courses,

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
x	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
x	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
x	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Los Angeles Southwest College describes transfer policies, course and program requirements, as well as stated learning outcomes for its Associate degrees and certificates in the college catalog and on the college website.

Distance Education and Correspondence Education

Evaluation Items:

	For Distance Education:
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
	For Correspondence Education:
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
	Overall:
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The team reviewed sample courses provided by the college for regular and substantive interaction and found evidence of interaction as defined by the college in each sample: instructor to student interaction, student to student interaction, and student interaction with course content. The College does not offer any correspondence education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The Team confirmed that Los Angeles Southwest College has an established procedure for student grievances in order to provide a means to resolve alleged unfair or improper action by any member of the academic community.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
x	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Los Angeles Southwest College's catalog provides information about its accredited status. The site provides accurate, current, and detailed information about its programs, locations, and policies. This information is available to students, and members of the public on the college website.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
x	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational,

	library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team confirmed that the College's Cohort Default rate is within the acceptable range defined by the U.S. Department of Education.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Los Angeles Southwest College (LASC) demonstrates its commitment to its students through its mission, which articulates its educational opportunities available based on identified student and community needs. Through an extensive program review, planning and resource allocation cycles, the College aligns its programs, services, and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

Los Angeles Southwest College's mission, vision, and values statements describe the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. Their mission highlights a commitment to ensure "a student-centered and equitable learning environment designed to empower a diverse student population." With specific language that addresses, "eliminating systemic racism and exclusion and becoming a model education institution for the success of students of color." The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge, and behaviors acquired by students. (I.A.1)

The College uses multiple data points to determine how effectively it is accomplishing its mission. The College also reviews data through its program review and strategic educational master planning processes to identify problem areas and, in turn, develop institutional priorities along with goals and objectives to meet the diverse educational needs of its students. The Strategic Education Master Plan (SEMP) serves as the College's guiding strategy on educational issues, including the development of other institutional plans, as it seeks to fulfill the College's mission and strategic goals through the implementation of its objectives. (I.A.2)

Los Angeles Southwest College aligns its programs and services with its mission through its program review and annual program assessment processes. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Decision-making about resource allocation is outlined in the Resource Allocation Handbook, which goes through the LASC Budget Committee for prioritization of budget requests. The Strategic Education Master Plan (SEMP) identifies goals mapped to activities, measures, and targets, aligning institutional goals with district and state goals. (I.A.3)

The mission statement is widely published via the College's website and catalog and is stated in institutional planning documents. The current mission statement was approved by the Board of Trustees in April 2021, following a five-year cycle of review, assessment, and update led by the Strategic Planning Committee, Academic Senate, and College Council. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College's various handbooks demonstrates its commitment to planning, improvement, and integration with its detailed documentation of processes and policies (e.g., Integrated Plan, Program Review, Resource Allocation, Enrollment Management Plan). This effort aligns program level efforts at improvement, braiding them together in support of institutional level initiatives (e.g., Guided Pathways, Student Equity Plan) reflecting the College's mission. Disaggregated data are accessible and used to enhance understanding of institutional effectiveness. College documentation shows that the institution is public and transparent about its goals, targets, and improvement efforts align to advance the College's mission. As much of this work is recent, the College is beginning to track and evaluate this integration effort and its effectiveness. The College readily acknowledges that the structural deficit (as part of a multi-college district) has affected budget and staffing concerns and priorities. The institution addresses these constraints by establishing a more transparent approach towards resource prioritization and these efforts, such as the development of a dashboard to track goals and targets, locally identified metrics, and progress on these metrics are forthcoming. This dynamic suggests that ongoing evaluation and monitoring are needed so improvement and effectiveness efforts facilitate student learning and achievement.

Findings and Evidence:

The College demonstrates sustained, substantive, and collegial dialog through the work of the various College Council Standing Committees that support the participatory governance process. Each committee has administrator and faculty co-chairs, mirroring the larger College's participatory governance structure where the College Council and Academic Senate are the primary constituent bodies participating in the decision-making process and make recommendations to the President. Regularly scheduled committee meetings are documented, and their work is demonstrated through each Committee's Operating Agreement and Work Plans. Each committee also reflects on their action plan's progress to ensure continuity with recommendations for improvement in the coming year. The evidence shows the efforts related to institutional-level planning as related to effectiveness and continuous improvement, where decision-making is made by consensus (and a majority vote where consensus cannot be reached). Efforts to ensure academic quality occurs through planning summits that focus on developing SMART goals and action plans. The team finds that the College is continuing to integrate this

structure with all the other College committees and engage the larger College community with this work (via monthly Cougar Connection). Evidence related to these discussions at College Council and Academic Senate demonstrates broader institution-level dialogue beyond the Standing Committee level. (I.B.1)

The College documents its student learning outcomes in a variety of locations that are public and prominent to the student and internal college community. This process is supported by the Student Learning Outcomes/Administrative Services Assessment/Student Services Assessment Handbooks (as identified in the Integrated Planning Handbook p.20) and appears embedded in the program review process (with the comprehensive review occurring every six years). Evidence shows that course-level outcomes for credit courses are being documented over a three-year cycle with new templates housed in eLumen. The College has begun to develop non-credit SLO assessment, building on its knowledge of assessment practices by exploring national trends and practices. The team recommends that the College continue to implement its plan to increase noncredit SLO assessments. To further propel SLO assessment efforts, the SLO Committee has a new name, Surveying Student Learning and Implementing Change (2SLIC), to remind the College why assessments are an integral component of instruction, an extension of the work already being done. This rebranding effort includes the use of student artwork on informational postcards (with QR codes that link directly to SLO information) to promote College engagement and enthusiasm in the assessment process. The College has also created student ambassador positions on the SLO Committee to help communicate the purposes of assessment to other students and faculty. The College is thoughtful about the institutionalization of the assessment process and resources needed to sustain these efforts. Hence, ongoing professional development efforts include working directly with adjunct faculty, identifying SLO Coordinators within each academic department, and securing year-long compensation for the SLO and program review faculty leadership. A small but important addition the Committee made has been to add an eLumen button to the Canvas navigation menu so that all faculty can easily find eLumen. The results of assessment will be used to assist in scheduling determinations (time of day, modality, etc.), thereby establishing a very practical application of how assessment results can be used in the planning process. (I.B.2)

The College makes available student achievement data, which are publicly accessible and documented extensively, through its dashboards and factbook. These data support the College's mission as they are disaggregated at the program and ethnicity levels with additional focus on enrollment and success rates. The team finds evidence that the College makes an effort to align various student achievement metrics through their local goal-setting work (at state-district-college levels) and attempts to document the ongoing progress and assessment of this progress even though this process is less defined. To further this work, a dashboard is being developed to track these institutional-set standards and capture the criteria to updating them, as well as how they continue to advance the College's mission. (I.B.3)

The College has a process where data measuring progress on its goals and targets are shared, as reflected in various planning documents and work plans. The evidence demonstrates efforts to organize and apply these data to institutional processes that are being integrated (i.e., program

review, SLOs, resource allocation). Instructional programs are in the process of mapping SLOs to PLOs to provide a clear connection between course SLOs and program outcomes. These program maps are housed in eLumen and led by SLO coordinators with every department. All sections of every course undergo assessment and these department efforts are scaffolded by a "Day of Dialogue," part of an annual assessment week that publicly promotes student learning outcomes reflections and discussions. (I.B.4)

The College ensures individual programs and services are aligned with the institution's mission by prompting their reflection in the comprehensive and annual program review process. Quantitative data (that are disaggregated by ethnicity, gender, age) are provided to programs/services and additional data are collected through surveys, which document student voice through their behavior and direct feedback. These various units are further prompted to discuss their efforts toward the achievement of annual objectives. Perhaps additional alignment efforts could map the Strengths, Weakness, Opportunities, and Threats (SWOT) analysis to other planning efforts, including budget allocation. The College is documenting its SLO and program review processes in eLumen to capture its new three-year cycle of assessment. While years one and two focus on SLO assessments at the course level, year three emphasizes program review using the years one and two assessment results to inform this process. While the College continues to integrate eLumen into the program review/SLO process, the team supports the continuing efforts to integrate the three-year SLO assessment cycle with the program review process. (I.B.5)

As the College identifies and broadly shares its student achievement data, the Student Equity Plan, along with program review, serves as the main planning process to address performance gaps. The program review (comprehensive and annual) includes prompts about equity gaps at the program level (also compared to college level). The College also tracks these data trends but given the recent documentation and integration of planning processes, now seeks to develop a dashboard that identifies and implements improvement efforts (through their data-informed process). College Council vets all committee recommendations, making a final recommendation that is forwarded to and decided upon by the College President. All constituents are represented in this process and are responsible for reporting back to their groups. The College's Strategic Educational Master Plan (SEMP) identifies the priorities, achievement gaps, and efforts to mitigate these gaps that directs the institution's efforts at continuous improvement. The team continues to encourage the College to evaluate the efficacy of its various decision-making strategies aiming at narrowing performance gaps. (I.B.6)

The College established a process of regularly evaluating its committee work through the Committee Operating Agreements; at the program level, this evaluation is conducted through the program review process. These documents show that reflections occur on goals and targets as well as the identification of priorities for the coming cycle year. The College readily acknowledges that this effort is not yet consistent or systematic, but they are working toward this goal, including having committees share all recommendations at a College Council meeting and establishing an annual planning retreat to integrate the various committee efforts. The College is also developing a dashboard that will indicate each committee's yearly goals and progress made on these goals, information that will facilitate institutional effectiveness efforts. The team

encourages the College's continuing work to enable cross-committee collaboration to enhance the evaluation of its policies and practices. (I.B.7)

The College Committees document their work and self-evaluations and much of the public has access to this evidence online (and through SharePoint). While there is college-level messaging occurring (e.g., newsletters, President's Priorities web page, etc.), the College continues to work to "close the loop," identifying cross-committee communication and collaboration as one of the institution's quality focused essay projects. These ongoing efforts include establishing an annual strategic planning committee retreat, creating a dashboard with Committees' priorities and student demographic data, and reviewing the Committees' composition to ensure broad campus representation. Communication to College Council serves as one location where information is centralized and shared. Constituency representatives are expected to report back to their groups. The team encourages the College's exploration of a communication audit to determine if messaging about assessment and evaluation efforts are being received as intended. (I.B.8)

The College recently updated all of its planning documents to memorialize its efforts to align institutional effectiveness, improvement, and evaluation. Efforts to implement and document the integration of this updated process begins with the program review process, which includes instructional, student services, and administrative units. Program review is the basic planning unit and establishing stronger connections at the institution level will braid existing efforts across programs while minimizing duplication. Continuous improvement efforts occur through the program review committee (e.g. program review evaluation surveys, template updates) and validation occurs from the department level up. Resource request and allocation is integrated into program review, and the College continues its efforts to standardize the entire process (i.e., classified staffing requests). The College makes explicit priority to engage in integration and evaluation by stating the links and alignment between institution-level improvement efforts (e.g., Guided Pathways, Student Equity Plan), planning (e.g., program review), and resource allocation. The team encourages the College's efforts at stronger integration of its strategic planning at the institutional level, such as with the identification and prioritization of long-term institutional goals and the inclusion of program review findings to validate and inform institutional-level work and planning. (I.B.9)

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

The college demonstrates a commitment to institutional integrity through its transparency in providing documentation, data, and policies that support its mission, learning outcomes, and educational programs. Shared governance as well as internal and external review help the college to review and reflect on their practices ensuring the clarity, accuracy, and integrity of the information provided to students, faculty and staff, and community stakeholders.

Findings and Evidence:

Los Angeles Southwest College (LASC) has provided its mission statement, learning outcomes, educational programs, and student support services in a variety of resources. Some of the resources, such as the Educational Programs and Learning Outcomes, are available to the general public, community members, and prospective students through the course catalog and Program Mapper, as well as in internal documents for faculty, students, and staff, such as course outlines, SharePoint, and syllabi. All these items can be found in a variety of documents, ensuring transparency and accessibility to different stakeholders (including community members or perspective students, who may not have access to internal documents). The college offers transparency in its careful documentation of these items in a variety of locations. Additionally, the college ensures accuracy through processes of updates and reviews each semester on the documents and various websites. (I.C.1)

The college offers and online catalog that includes precise, accurate, and current information on all procedures in the Catalog Requirements. Additionally, the Office of Academic Affairs reviews this document annually to update and check for accuracy. Any discrepancies are then updated in the next version of the College Catalog by the Office of Academic Affairs. (1.C.2)

The college documents student learning and achievement through various reports (Committee, Annual Progress, Enrollment), the Fact Book, and the Office of Institutional Effectiveness Data Dashboard. While data is provided on achievement and individual programs, the Student Learning assessment process and reporting to external stakeholders is less clear. (1.C.3)

The college includes descriptions of degrees and certificates in various locations online, including department and program websites, the online Course Catalog, and the Program Mapper. Specifically, the Catalog offers detail about the purpose, content, course requirements, and learning outcomes. They also provide additional information in the Program Mapper such as semester by semester schedules with course offerings to help students make informed choices. The College commitment to its programs, certificates, and degrees is clearly articulated in these resources. (1.C.4)

The district recently transitioned to the Community College League model for Board Policies and Administrative Procedures. Committees help to form the participatory governance model at the college and allows for regular review of policies, procedures, and publications. Specifically, these reviews assure the integrity of the mission, programs, and services offered by the College. Evidence provided by the College includes revisions to the mission statement, which demonstrate a commitment to growth and reflection by the college. Further evidence includes the self-evaluations of the participatory governance committees that highlight the College's commitment to reflection. Lastly, the College shows its commitment to reflection and review with the recent redesign of its website to include ADA compliant and mobile friendly components. This process included feedback and revision from the entire campus community. (1.C.5)

Transparency is evident in the College's offering of multiple resources for students and perspective students to review costs associated with their programs, including tuition (in and out

of state), fees, and other expenses (such as instructional materials or textbooks). Resources in the catalog (fee schedule), bookstore website, and program-specific costs lists (I.e., nursing) allow students to review costs as they plan for their education. Additionally, they include the Net Price Calculator in an easy to access area ("Paying for College") under the financial aid section of their website. Los Angeles Southwest College further shows its understanding of its student demographic and addresses equity by offering zero-cost textbook classes, which are posted clearly on their website. Overall, the College is transparent and cognizant of the costs associated with their programs, degrees, and certificates for students. (1.C.6)

Board Policy 4030 specifically outlines the Board of Trustees' commitment to academic freedom when it states that "the academic freedom ensures a faculty's right to teach and a student's right to learn" (p. 61). The College further supports academic freedom and affirms a commitment to academic freedom in their college catalog (pp. 19, 61). Additionally, the College shows commitment to academic freedom through policy and in practice for faculty and students. (1.C.7)

Student behavior and academic honesty are set by standards in Board Policy 5500, which is in line with California Education Codes. Additionally, the College Catalog and website, which are accessible to students, faculty, staff, and other community members, also define the Student Discipline Process and the Standards of Student Conduct. These electronic resources and Board Policy uphold a standard of academic honesty and integrity for students and faculty. (1.C.8)

The College, District, and AFT contract all establish clear policies regarding academic freedom and freedom of learning for students. These policies make it clear that faculty are expected to maintain a professionalism that separates personal convictions and professionally accepted views when they are providing instruction to students. The Academic Senate has also adopted a Faculty Code of Ethics that highlights "intellectual integrity" and the "academic freedom of students." (1.C.9)

As a public institution of higher education, Los Angeles Southwest College is precluded from requiring conformity with specific beliefs or world views. However, Board Polices exist that govern specific codes of ethical standards and conduct (I.e., Nondiscrimination 3410, Equal Opportunity Employment 3420, Academic Freedom 4030, Disabled Students Programs and Services 5140, and Standards of Student Conduct). The College maintains high standards for students and employees and have specific codes of conduct published in the College Catalog, College website, Employee Handbooks, and on the District's website. (1.C.10)

This standard is not applicable as the college does not offer curricula in foreign locations to non-US Students. (1.C.11)

The College meets ACCJC accreditation requirements. Evidence includes the Mid-Term Report (2019-20), the Accreditation Follow-Up Report (2017), and the Institutional Self-Evaluation Report (2016). All issues noted in the last accreditation cycle as recommendations have been remedied and confirmed by the ACCJC. Additionally, the College provides accreditation information on their website so that students, faculty, and other community members have access to accreditation information, including the complaint process and other reporting mechanisms. (1.C.12)

Los Angeles Southwest College is in compliance with state and federal regulations as well as ACCJC accreditation requirements. The college communicates its accreditation status to the Commission, students, and the public through the "Accreditation" link on the college's website home page and the college catalog. Additionally, programs at the college that require outside licensing and certification (i.e., the California Board of Registered Nursing, the Los Angeles Police Department, and the Los Angeles Counties Building and Construction Trades Council for HireLAX Apprenticeship Readiness Programs) work closely with the appropriate agencies and maintain website regarding their status and certifications on the college website. The College shows a commitment to maintaining compliance with all regulatory requirements in the various program areas and as a publicly funded institution. (1.C.13)

In the College's mission, it states that they provide a "student-centered and equitable learning environment" and seek to "empower a diverse student population" through equity and degree and certificate attainment. The mission statement and the Strategic Education Master Plan (2021-2026) both reinforce the student-centered focus of the college and the importance of providing a high-quality education that focuses on student achievement and learning. (1.C.14)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College for their caring spirit for the campus community as evidenced by; equity work, celebrating cultural heritage, student engagement and activities, Zero-Cost Textbook Program, Student Support Hub in Canvas, instructional support services, ongoing professional development activities and campus, and community outreach activities including by hosting food and clothing giveaways, blood drives, COVID-19 testing centers, a voting center, free laptops and internet access. (I.C.6, II.A.2, II.B.1, IV.A.2, IV.B.6)

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Los Angeles Southwest College (LASC) offers instructional programs in fields that align with their mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness.

Findings and Evidence:

Los Angeles Southwest College provides instructional programs in fields of study that support the College's mission and its role in providing higher education. Programs use Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) to evaluate student learning. The College helps students to achieve degrees, certificates, employment, and transfer to other educational programs. Los Angeles Southwest College has a program review process that evaluates student achievement through SLOs and PLOs and uses that information to inform institutional plans. Los Angeles Southwest College has a process for developing and revising curriculum to meet student needs and maintain discipline-specific standards for degrees, certificates, transfer requirements, and employment opportunities. The Los Angeles Southwest College Catalog provides information about degree programs, certificates, and their requirements. For example, the AA in Art program at Los Angeles Southwest College provides a foundation in course work and assists students to prepare for a career in an art related field or to transfer to a four-year institution. The Nursing program offers an Associate Degree and offers a Certified Nursing Assistant Certificate. The Catalog and Department webpages list PLOs and other information about how programs support the College's mission. Los Angeles Southwest College has a SLO Committee and a process for evaluating and revising SLOs and PLOs. Los Angeles Southwest College does not have correspondence courses (II.A.1).

The curriculum process and program review operate to ensure that programs, courses, and instructors satisfy requirements fleshed out in Course Outline of Records (CORs). Through Curriculum Committee, faculty make sure that courses fulfill content standards. Programs undergo an annual program review to improve courses. Every six years programs have a comprehensive program review. A sampling of Annual Instructional Program Reviews for Ethnic Studies, Theater Arts, and Vocational Educational Building and Trade demonstrate that programs are looking carefully at student data, student performance, and student needs to develop better ways to help students to be successful. The Online Course Regular Effective Contact Review Checklist bolsters the DE Addendum.

The DE and Professional Growth Committees, to support classroom instruction and campus community, have recently offered workshops to promote gender inclusion and racial equity, as well as to support and improve online instruction (II.A.2).

Los Angeles Southwest College provides PLOs for its programs and SLOs for its courses. Course SLOs are regularly assessed following an established process. Curriculum committee approves CORs, which include SLOs. Programs use PLOs and SLOs to evaluate student learning and to review programs and courses with an eye toward finding ways to improve. Assessment and analysis of learning outcomes data is used in the annual program review process, as evidenced in a Computer Science Program Review and a Political Science Program Review. The Program Mapper provides students with access to program learning outcomes. Los Angeles Southwest College will be using outcomes information in the Comprehensive Program Review that is scheduled for Fall 2023. The Faculty Handbook and Administrative Procedure (AP) 4221 direct faculty to provide course learning outcomes in their syllabi. A syllabus for Sociology 001 provides a model for how SLOs appear on a course syllabus (II.A.3).

Los Angeles Southwest College offers pre-collegiate level courses in English, mathematics, ESL, and Basic Skills that are distinguished from college level courses and which support students with the goal of helping students to move into and complete college level courses. The Catalog and CORs designate pre-collegiate curriculum. The English Department has phased out pre-collegiate courses, but basic skills courses will continue to be offered as noncredit. The Mathematics and English departments provide recommendations, based on student information, for support courses and additional support services to maximize the chances for student success in college level courses. The ESL program is geared toward helping students to move into college level curriculum and into CTE programs. Los Angeles Southwest College continues to offer Noncredit Adult and Continuing Education Services Pathways to support students and their needs for workforce development and to enter college level courses. The Student Support Center also offers supplemental workshops and tutoring (II.A.4).

Board Policy (BP) 4020 and Administrative Procedure (AP) 4023 ensure that the College maintains common higher educational standards regarding key aspects of learning such as breadth, depth, and rigor. The Curriculum Committee oversees course approval making sure that disciplinary content is appropriate. AP 4100 assures that the minimum 60 semester credits requirements are for associate degrees. The Catalog and Program Mapper provide students with information about course sequencing to satisfy certificate, degree, and transfers requirements (II.A.5).

College leaders (including faculty, staff, and administrators) collaborate to make sure that higher education expectations for completing certificates and associate degrees in a timely manner are met. Los Angeles Southwest College's Enrollment Management Plan (2021-2024) is designed to help students complete their educational goals, and the Program Mapper is meant to assist students to complete their programs. To support timely completion for students, some advanced courses are allowed to run with low enrollment (II.A.6).

Los Angeles Southwest College offers face-to-face courses, online courses, and hybrid courses to meet students' educational needs. Courses are also offered in a range of formats, including full-

semester, short-term, and weekend courses. With the growth of online courses, Los Angeles Southwest College has implemented checklists to help support regular and effective student contact and ensure that students' needs are met in online classes. A revised course approval process requests that course initiators explain how "diversity" is "infused" in the course, and an example from a history course shows how this focus on diversity can be highlighted. Los Angeles Southwest College offers multiple professional development workshops emphasizing ways for faculty to support of equity for students. Los Angeles Southwest College offers important student services through its Student Success Center with Tutoring and Supplemental Workshops, along with multiple resources for students, including TRiO, Puente Project, and Umoja. Program review also leads to developing more approaches to student support, examples of which are the Math Department's creation of support course to improve course completion and the English Department's use of the Student Equity and Achievement Program to place more embedded tutors in courses to assist student success (II.A.7).

Departments do work to serve students through their department-wide and program examinations, as evidenced by examples from the English, Math, and Nursing programs. English uses a final common exam in English 101, which provides an opportunity for norming and discussion regarding grading standards, which is meant to reduce the chance for individual bias. Math has also used a final common exam in Math 115 and collaborated to develop ways to develop strategies to support student with the exam. Both English and Math have developed rubrics for their common exam activities to provide more guidance for and consistency in grading. To support equitable access to the Nursing program, Los Angeles Southwest College offers a noncredit course to help students prepare for an entrance exam required for the Nursing program. Los Angeles Southwest College also has processes in place for students to achieve credit by examination (II.A.8).

As is evidenced by Course Outline of Records (CORs), Los Angeles Southwest College faculty use SLOs to assess students' learning in courses to achieve credit that applies to satisfying degree and certificate requirements. Degrees are awarded with the requirements specified in BP and AP 4100, which accord with norms of higher education, and certificates also comply with the scholarship requirements evidenced in BP and AP 4100. BP 4020 designates programs as credit hour or clock hour, consistent with Federal standards (II.A.9).

Los Angeles Southwest College uses LACCD Administrative Procedure 4051 to make sure that appropriate coursework for other colleges can be applied toward LASC's degree requirements. The Admission and Counseling Offices at Los Angeles Southwest College assist students about course equivalencies for classes from other institutions. AP 4051 also ensures that there is a system for accepting course credit from higher educational institutions outside of the U.S. The Counseling Department assists students by evaluating transcripts from other institutions. On its website and through activities, the Counseling Department provides transfer information and information about its services for receiving transfer credit. BP and AP 4050 ensure the process for articulation agreements and transfer programs with other institutions including the CSU and UC systems. The institution has processes in place for certifying that students' transferred courses to Los Angeles Southwest College satisfy learning outcomes comparable to courses offered at the College. LASC uses ASSIST to maintain articulation agreements with California

institutions and out-of-state institutions. Los Angeles Southwest College's degrees for transfer (AA-T and AS-T) provide transfer pathways to CSU and UC (II.A.10).

Following BP and AP 4025, the College's programs have SLOs. In 2017, the College aligned Institutional Learning Outcomes (ILOs) to PLOs, which are aligned to SLOs, and the College continues to refine the alignment of outcomes in order to support students' fulfillment of ILOs. SLOs from different programs align with the five key areas that make up the ILOs: Communication, Cognition, Information Competency, Social Responsibility, and Personal and Professional Development. The institution's ILOs correspond to Standard II.A.11's outcomes requirements. Degree programs provide GE requirements that map to ILOs, and specific degree programs emphasize certain ILOs (II.A.11).

Los Angeles Southwest College's degree programs contain general education components that connect with the College's philosophy that is expressed in its Catalog. Through Curriculum Committee, Los Angeles Southwest College created its general education philosophy, and Curriculum Committee oversees the placement of courses with the GE curriculum. The GE philosophy and process for placing courses within the GE pattern complies with BP and AP 4025. Los Angeles Southwest College's degree plans connect with the need for students to be responsible participants in civil society and acquire knowledge and continue building knowledge and expertise in areas such as the arts and humanities, social sciences, sciences and mathematics. Areas of the Ethnic Studies program are currently being incorporated into the GE curriculum (II.A.12).

Los Angeles Southwest College's degree programs (AA/AS and AAT/AST) require 60 degree-applicable units and have a focus on at least one area of study or an interdisciplinary area of study, which has at least 18 units connected to a major, in accord with BP and AP 4100. Programs follow curriculum processes to ensure that courses meet important disciplinary outcomes and competencies enumerated in CORs. The Early Childhood Education degree for transfer provides an example of a program focused on one area of inquiry—theories for optimal early childhood flourishing and the development of curriculum to support educator competencies—while the Anthropology degree for transfer contains an interdisciplinary core that draws from disciplines outside of the Anthropology Department proper (II.A.13).

Per AP 4102, the institution has advisory boards composed of area professionals for its multiple CTE degree and certificate programs. Board members make recommendations to improve programs and keep them apprised of shifts in industries, standards, and competencies. Board members work with faculty to support student preparation for licensure and certifications. Information about the Business/Computer Science Advisory Board and an annual Phlebotomy Program Review suggest that the College strives to maintain industry standards in these areas. The College reviews and reports its Licensure Nursing Program pass rates, which objectively verifies how well the program supports students' competencies for licensure and employment. Other CTE programs also report on their alignment with employment standards (II.A.14).

Los Angeles Southwest College has a process in place for eliminating or changing programs in a manner that could be potentially disruptive to students, faculty, staff, and the community. Fortunately, there has been no program eliminations in the past eight years. Elimination or

potentially disruptive changes to a program fit into the program review process and fall under BP and AP 4021 and adhere to the Viability and Discontinuance Process guidelines. If students will be affected by changes, students will be advised on the change and measures will be taken to assure that students can complete their programs in a timely manner (II.A.15).

All instructional programs, regardless of delivery mode and regardless of whether collegiate, noncredit, pre-collegiate, or CTE, follow a Comprehensive Program Review (CPR) cycle every six-years, which sets objectives and goals for improving programs. Additionally, between the CPR cycles, the instructional programs conduct Annual Program Reviews (APR) to review progress of objectives and goals. The annual review helps programs to plan and budget for immediate yearly needs and changes. The review process includes analysis of disaggregated data to find ways to improve student achievement. CPRs and APRs are further examined by the Program Review Committee, which is tasked with advising programs to improve student learning (II.A.16).

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

Los Angeles Southwest College (LASC) provides library and learning support services that are sufficient in quantity, currency, depth, and variety to support all modalities. The College rightfully relies on the expertise of faculty, librarians, and other professionals and selects and maintains educational materials and equipment to support student learning. The College evaluates the Library and Learning Support Services through the program review process to ensure the adequacy in meeting student needs. The College collaborates with other institutions and sources and formal agreements are documented. The College regularly evaluates these services.

Findings and Evidence:

Library and Learning Support Services are guided by BP 4040. The Library and Student Success Center offers a broad range of services and materials for students in-person and online. These services are sufficient in quantity, currency, depth, and variety. The library holds 45,984 books, 219,401 e-books, and subscribes to 69 databases. The library offers a one-unit transferable research skills course, holds orientations and workshops in-person and online, provides online LibGuides, chat/texting with librarians, and is embedded in Canvas. The Student Success Center offers one-to-one and group tutoring, holds workshops, holds Read-Ins regularly to engage students, provides final exam support, and Student Support Hub in Canvas for online tutoring (II.B.1).

The Library's Collection Development Policy guides the selection and maintenance of materials to support student research needs, faculty teaching needs, and provide on- and off-site access. A librarian sits on the Curriculum Committee to ensure new courses and programs have relevant materials. Librarians act as liaisons with departments and programs to provide additional support and resources. The Student Success Center collaborates with faculty and faculty librarians to provide tutoring and workshops (II.B.2).

The Library and Learning Support Center uses the annual program review process to identify educational and material needs. The program review analyzes the library's goals, achievements, and defines new goals. The program review also uses the results from student surveys, orientations, and workshops to institute improvement. The team could see how the expanded hours and access to technology such as the tablet loaning service would be greatly beneficial for students. Usage of services such as databases are also factored into attainment of student learning outcomes. The Student Success Center also utilizes the annual program review process as well as student satisfaction surveys to establish new or expand current services to students. The institution uses the results of these evaluations as the basis of improvement as evidence by an increase in hours of operation, expanding tutoring subjects, and offering online tutoring based on direct student feedback through the satisfaction surveys (II.B.3).

The library collaborates with various internal and external entities including an interlibrary loan agreement (ILL) with the District's nine colleges, being a member of the 24/7 chat cooperative, collaborating with public libraries, and being a member of CCL, as well as more. The Student Success Center also uses NetTutor to provide online tutoring in an agreement made by the District. All collaborations are evaluated for effectiveness through the college's program review process (II.B.4).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Los Angeles Southwest College (LASC) demonstrates that its student support services support student learning and work to enhance the mission of the College. The Student Services Outcomes (SSO), developed by the various support service programs offered by the College, are evaluated through the program review process, as well as external data sources; the results of these assessments are utilized to improve the quality of services offered. Co-curricular programs are in place that contribute to the "social and cultural dimensions" of students' educational experiences. Additionally, LASC has clearly defined pathways for students, leading to certificates, degrees, and/or transfer. Furthermore, Los Angeles Southwest College follows District policies and external regulations to securely maintain students' records.

Findings and Evidence:

Los Angeles Southwest College (LASC) demonstrates its commitment to the College's mission statement through the myriad of student support services offered by the College. Furthermore, LASC systematically evaluates the quality of student support services through its program review process and external evaluations to ensure that student support services, regardless of modality, support student learning and enhance accomplishment of the mission of the institution (II.C.1).

Los Angeles Southwest College has identified learning support outcomes, or Student Services Outcomes (SSO), for its student service programs and has used assessment of its SSOs to improve the quality of student support programs and services. Based on the results of assessment data, LASC has implemented several student services to "continuously improve student support programs and services" (II.C.2).

The institution demonstrates its commitment to maximizing educational opportunity and access to all students. The College provides comprehensive and reliable services to all students though a variety of support services offered at different locations and modalities (II.C.3).

Los Angeles Southwest College ensures its co-curricular programs align with the College's mission. Furthermore, the student clubs and organizations adhere to sound educational policy and standards of integrity. Of note is the College's theater program, which highlights the work of students at all levels of the creative process, including writing, directing, and producing. Additionally, the College supports the offering of diverse co-curricular activities on campus. Los Angeles Southwest College's Athletics Department complies with requirements from external agencies, including state law and the California Community College Athletic Association. The budgets for both co-curricular programs and Athletics are managed by the College. Furthermore, Los Angeles Southwest College collaborates with student services to provide academic support to its athletes. The College has identified weaknesses in its athletic program, and the team has verified that the College is implementing plans to strengthen the program and better support its student athletes (II.C.4).

The College's counseling programs are vital to the success of students. Los Angeles Southwest College makes counseling opportunities available to all students at various points in students' educational experiences. Professional development is ongoing to ensure that current and accurate information is provided to students (II.C.5).

The College maintains an open admissions policy that is consistent with the mission set forth by Los Angeles Southwest College. Admissions policies are set by the District and adhere to state requirements and the mission of the California Community College system. Additionally, Board Policy 5010 allows for elementary and secondary students to enroll in the College; Los Angeles Southwest College has several opportunities for these students on its campus, including two high schools, a middle college high school, and a charter academy. Furthermore, the College has clearly defined pathways for students to follow to degree and certificate completion, as well as transfer, through its Career and Academic Pathway (CAP) model (II.C.6).

Los Angeles Southwest College regularly evaluates admissions and placement instruments and practices for effectiveness through the program review process and also through external

validation. In response to California AB 705, the College has adopted the Multiple Measures Assessment Project (MMAP) criteria in lieu of previously utilized math and English placement tests. Additionally, Los Angeles Southwest College offers an optional CASAS intake evaluation to students to determine appropriate ESL courses and support services (II.C.7).

The College maintains student records in accordance with legal requirements. LACCD houses all student records for the District within the LACCD Student Information System. The College adheres to FERPA and District policies concerning the release of student information (II.C.8).

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The Los Angeles Community College District (LACCD) and Los Angeles Southwest College (LASC), where applicable, maintain policies and procedures that ensure the employment and development of a sufficient number of qualified and diverse faculty, staff, and administrators to achieve the organizational mission(s). The institution regularly assesses progress towards employment equity and diversity. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals to ensure the integrity and quality of its programs and services.

Findings and Evidence:

The College ensures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified to execute the institutional mission. The District and College have clearly documented Board policies and hiring criteria, and HR processes are documented in extensive Human Resource Guides. The hiring processes for developing job descriptions, advertising and recruitment, and determining candidate qualifications is the shared responsibility of the College, LACCD Personnel Commission, and the District Human Resources Department. Policy and procedure documents are available on public facing websites. Job descriptions align and support the College's mission, vision, and goals and reflect position responsibilities and duties. Employee classifications and job descriptions are regularly reviewed and updated (III.A.1).

The LACCD Human Resources Department utilizes formalized processes and standardized procedures to ensure that all applicants selected for hire meet the relevant qualifications, subject

matter knowledge, and educational background requirements. Faculty job descriptions include development and review of curriculum as well as assessment of learning. Full-time faculty hiring is performed in accordance with Administrative Procedures 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies (III.A.2).

The College follows established District policies and Human Resource procedures to ensure that administrators and other employees responsible for educational programs and services process the qualifications necessary to sustain institutional effectiveness and academic quality. Job descriptions are clearly written and include language on education, experience, and minimum qualifications. The College follows a multi-step process for hiring administrators that includes review and verification of minimum qualifications and all educational attainment (III.A.3).

The District requires applicants to submit official transcripts as part of the application process. The LACCD Human Resource department reviews and validates that faculty, administrators and other employees meet minimum qualifications and that degrees are from accredited institutions. "Degrees from non-U.S. institutions are recognized if the transcripts provided have been evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) and are verified to be equivalent to U.S. degrees" (III.A.4).

Evaluations are conducted at regular intervals as defined by each employee collective bargaining agreement, administrative procedures, and Personnel Commission Rules. College academic and service departments are responsible for ensuring evaluations are completed and uploaded into the District evaluation system. Due to the COVID-19 pandemic, the District negotiated memorandums of understanding to delay evaluations scheduled for Spring 2020 through Spring 2021. The College will be caught up on all outstanding evaluations by the end of Spring 2023. (III.A.5).

Standard III.A.6. is no longer applicable.

The institution maintains a sufficient number of qualified faculty to ensure the fulfillment of faculty responsibilities essential for quality educational programs. Annually, the Academic Senate's Faculty Hiring Prioritization Committee follows an established prioritization process in accordance with LACCD Board Rules 10301-10304, to prioritize faculty positions in a manner that "promotes fairness, equity, and alignment with the mission of the College and LASC's Strategic Education Master Plan" (III.A.7).

The College provides part-time faculty professional development and other opportunities to fully participate in campus life. This includes participation in campus events, department meetings, governance committees and recognition programs. The Faculty Guild collective bargaining agreement supports the integration of part-time faculty through orientation, evaluation, and professional development (III.A.8).

The College has clear processes for ensuring a sufficient number of staff and administrators with appropriate qualifications to support the effective educational, technical, physical, and administrative operations of the institution. In coordination with the District, LASC utilizes a collaborative process to evaluate staffing sufficiency. As a result, the College has experienced

turnover in some executive positions recently. In 2020 and 2021, LACCD offered a Supplemental Retirement Plan (SRP) to all employees and "experienced a significant number of retirements." The College president formed the LASC Human Resources Presidential Taskforce that created the Los Angeles Southwest College Human Resources Restructuring Plan. This plan is being used to guide the re-staffing the campus. The LASC Resource Allocation Handbook was updated in FY 2022-23 and the College developed a Classified Hiring Prioritization under the Budget Committee to support the full implementation of the Human Resources Restructuring Plan. (III.A.9) (III.A.10).

The District publishes its personnel policies and procedures on the publicly accessible LACCD website. Forms, bargaining agreements, and other policies are posted in BoardDocs and Human Resources websites. The College adheres to these policies and processes and ensures they are consistently and equitably administered. The Board Policies and Administrative procedures are reviewed on a regular cycle to ensure currency (III.A.11).

The College and District have robust policies and practices to support equity and employment diversity consistent with its mission. The EEO Advisory Committee regularly reviews recruitment strategies to ensure adherence to policies and practices that create and maintain its diverse personnel. Diversity and equity are supported through training, advisory committee work, educational events, and taskforce working groups focused on operationalizing the LACCD Framework for Racial Equity and Social Justice. (III.A.12).

The District has Board policies and administrative procedures that articulate its commitment to accountability and transparency. Board Policy 2710 and Administrative Procedure 2710, Conflict of Interest, document the ethics policy and expectations of ethical and professional behavior for all employees. Consequences for violation are also addressed in collective bargaining agreements and Personnel Commission Laws & Rules. The District has multiple ways for anonymous complaints to be submitted. These are investigated by the Human Resources Department (III.A.13).

The College and District have extensive professional development programs that provide all personnel with opportunities for professional development consistent with the institutional mission(s). The Professional Development Committee (PDC) plans and supports professional development on topics including equity, social justice, pedagogy, technology and student services. Weekly professional development updates are shared with employees and include upcoming events and professional articles. Events are systematically evaluated to inform continuous improvement (III.A.14).

The District's Human Resources Department maintains official personnel files in a secure room with restricted access. The collective bargaining unit agreements for faculty and classified staff establish the procedures for access to employee records. Requests to review personnel files are required to be in writing and access requires an appointment with Human Resources (III.A.15).

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Los Angeles Southwest College (LASC), with the support of the Los Angeles Community College District (LACCD), ensures that physical resources at Los Angeles Southwest College are safe, sufficient, accessible, and well-maintained. The institution's Strategic Educational Master Plan drives the planning of physical resources which is incorporated in the Facilities Master Plan; both plans were recently updated. One of the challenges facing California Community Colleges is the lack of consistent funding for deferred maintenance and repair and upkeep of existing facilities. LACCD Board of Trustees adopted a resolution in 2012 that set aside 0.5% of unrestricted general fund revenues for deferred maintenance. That amount would increase annually until it reached 2% of unrestricted general fund revenues. Through this action, LACCD ensured that the district's facilities would have a reliable funding source for the maintenance and repair of existing facilities and thus ensure a healthful learning environment for its students and working environment for its employees.

Findings and Evidence:

Los Angeles Southwest College and the Facilities Planning & Development (FP&D) department of LACCD mutually ensures safe and sufficient physical resources for the institution. FP&D assesses the condition of each facility and reports it through the facilities condition index (FCI) report. Facilities scheduled maintenance projects are entered and updated annually into FUSION. To support these efforts, the LACCD Board of Trustees adopted a resolution setting aside 2% of unrestricted general fund revenues to be used for deferred maintenance requirements. The district aims to provide clean and sufficiently maintained buildings, but the maintenance staffing level due to unfilled positions is below the identified acceptable threshold. To assure accessibility to facilities, an accessibility design review and field assessment were conducted for all nine (9) LACCD campuses by an independent Certified Access Specialist (CASp). The Division State Architect (DSA) ensures buildings are constructed in accordance with code regulations. (III.B.1)

The Los Angeles Southwest College Facilities Master Plan aligns with and supports the college's mission, vision, values, and Strategic Education Master Plan. Through the participatory governance structure, the development of the Facilities Master Plan was guided by the Los Angeles Southwest College Facilities Planning Committee in partnership with the Build LACCD team. LASC's FY 2022-2027 Facilities Master Plan update was approved by the LACCD Board of Trustees on June 1, 2022. The LACCD FP&D team works collaboratively with the VP of Administrative Services and the Los Angeles Southwest College M&O team to evaluate and assess short-term and long-term facilities and equipment plans. The college utilizes the Facilities Condition Index (FCI) Assessment and Review which is completed by independent external professionals to support facilities and scheduled maintenance planning. The LACCD Chancellor and Vice Chancellor/Chief Facilities Executive have responsibility for planning and administrative management of the capital outlay and construction program for the district. In 2019, through LACCD Facilities bonds, Los Angeles Southwest College demolished the LL

Building and replaced it with a new school of schedule and the institution is currently constructing its Student Union which will provide a cafeteria and dedicated student life space to the campus. (III.B.2)

Los Angeles Southwest College administrators, faculty, and classified professionals engage in the facilities planning committee participatory governance committee which plans and evaluations the institution's physical resources. LACCD's PF&D supports college projects that exceed $150,000 while Los Angeles Southwest College processes those projects below $150,000. The district provides data and analysis through FCI and Fusion Space Inventory Planning. Routine building equipment inspections are performed by Los Angeles Southwest College M&O staff. Inspections include building generators, elevators, fire alarm systems, backflow prevention devised, building code compliance, and identification of potential fire hazards. The District's Deferred maintenance program is a funding source for updates and repairs and the program relies on prioritization criteria to determine the funding schedule for maintenance projects. (III.B.3)

Long-range capital plans that support institutional improvement goals are driven by the Los Angeles Southwest College Strategic Education Master Plan and are incorporated into the Facilities Master Plan. The Strategic Education Master Plan was updated in 2021 and the Facilities Master Plan was updated in 2022. The district also submits to the California Community Colleges Chancellor's Office a Five-Year Capital Outlay Plan which is updated annually. The Total Cost of Ownership of new facilities and equipment is addressed by LACCD through different avenues, one of which is the age of buildings is a consideration for the Total Cost of Ownership in the Facilities Index report. (III.B.4).

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Los Angeles Southwest College's (LASC) technology resources are maintained by the Los Angeles Community College District (LACCD). LACCD is responsible for ensuring that the technology resources are appropriate and adequate to support the needs of the institution.

Findings and Evidence:

LASC has systems in place at both the college and district levels to ensure technology services and related support are both appropriate and adequate to support the institution's technological needs. Following the findings of a third-party consultant in 2018, LACCD IT has implemented significant changes to allow the District to better serve Los Angeles Southwest College and the other district colleges. Additionally, at the college level, LASC has a Technology Committee that meets frequently and makes recommendations to the College Council. Furthermore, the

Technology Committee is charged with developing a Technology Master Plan for the College; the current plan sunsets in 2027, covering years 2022-2027 (III.C.1).

LACCD has implemented an Innovation and Technology Plan that was adopted by the Chancellor in 2022. The district-wide plan, which is aligned to the District's Strategic Planning Goals, identifies several IT priorities to support the ongoing needs of the District and Colleges. The Innovation and Technology Plan has proven flexible as the District amended the plan to address needs raised during the Covid-19 pandemic. In addition to the district-level integrated planning, LASC has its own Building User Group to aid in the technology needs of new builds on campus. The Office of Information Technology exists to support macro level information technology services for the District and support student success; this is accomplished through multi-faceted support in seven different areas relating to technological needs (III.C.2.).

LACCD assures that that the technology resources at Los Angeles Southwest College are sufficient to guarantee reliable access, safety, and security. The District has several policies and protocols in place to safeguard its technological systems; additionally, the District has an Information Security Program and an Information Security Team to ensure policies and procedures are in place and utilized. Each college within the District has the necessary systems in place to ensure the reliable access, safety, and security of its technology resources (III.C.3.).

The College provides several opportunities for faculty, staff, students, and administrators to receive training related to technology and technology systems. LACCD faculty must complete two four-week, 40-hour courses to be considered Distance Education Certified. Students can benefit from many opportunities to receive technology training, including regularly scheduled workshops and noncredit classes. The Technology Committee surveys students and faculty to gauge instructional technology needs; the program review process is also utilized to identify these needs. Consequently, there are several avenues through which students can receive relevant technological training, including workshops and noncredit courses. Additionally, there are various technological trainings for staff offered throughout the year (III.C.4.).

The institution utilizes LACCD polices and administrative procedures to guide the appropriate use of technology as it pertains to teaching and learning. The District has established standards that are routinely reviewed and updated to ensure that each institution's needs are met and that the District remains abreast of current technological advancements (III.C.5).

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Fiscal Responsibility and Stability narrative and certain evidence provided by the College generally reflects a good measure of fiscal strength and sustainability, while other evidence raises concerns regarding the long-term fiscal health of the District.

Based on the Liabilities narrative in the ISER and the submitted evidence, in general, financial resources are at a level that indicates a reasonable likelihood of both short- term and long-term financial solvency. The College/District plans and allocates appropriate resources for the payment of current liabilities and future obligations, including Other Post-Employment Benefits (OPEB). The District/College conducts annual assessment of debts and allocates resources for their repayment such that the financial condition of the institution is not adversely affected. It appears that financial resources, are used with integrity in a manner consistent with their intended purpose. The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. Instructional hours and enrollment increases are planned and linked to resources. Further, the College brings stakeholders from the entire campus community together to assess and discuss the highest and best use general and restricted funds and example of this their assessment of their Student Equity and Achievement funds. The team found this practice highly laudable.

The College's contractual agreements with external entities are consistent with the mission and goals of the institution, governed by their District and College policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. Hence, contractual agreements alignment with the standard.

Findings and Evidence

Los Angeles Southwest College appears to have adequate financial resources sufficient to support and sustain its student learning programs and services, as well as improve institutional effectiveness. The is strong and sufficient evidence of robust structures, policies, and processes for allocating resources to the colleges as seen in LACCD's District Allocation Model, BP 6200, and College's Resource Allocation Handbook and 2020-2021 Budget Operation Plan Instruction (III.D.1)

Los Angeles Southwest College complies with LACCD's processes, procedures, timelines, assessments, and similar elements of their processes. For example, no specific evidence was provided in the ISER that shows how Los Angeles Southwest College Strategic Education Master Plan informs its financial planning and resource allocation decisions. Based on the evidence and interviews, it appears that Los Angeles Southwest College's financial planning is integrated with and supports all other institutional planning. However, improving the documentation and communication of compliance with the standard would benefit Los Angeles Southwest College. Other evidence shows processes, but the document is marked draft, so it is not clear whether the indicated process was formally adopted. (III.D.2).

Los Angeles Southwest College's financial planning aligns with the institution's mission and goals, based on its structure and broad participation in the process by stakeholders all College and District constituency groups. Los Angeles Southwest College and LACCD have clear policies and requirements aimed at ensuring financial stability such as its reserve policy and evidence of a strong fund balance ranging from17%-21%. Additionally, evidence of Los Angeles

Southwest College fund balance over multiple years would provide stronger confirmation of the institution's fiscal health. There is good evidence that financial information is being disseminated throughout the College and District, largely through reports and presentations to shared governance bodies including: District and College budget committees, Board Budget and Finance Committee, and the full Board. Further, adopted budgets, audit and other financial reports are accessible via the LACCD website. (III.D.3).

Los Angeles Southwest College conducts institutional fiscal planning that reflects a realistic assessment of available financial resource. Further, they have good structures and processes for review, and projection of revenues and expenses and their financial documents seem to be credible and accurate. They have established Board approved Fiscal Accountability Measures and a Fiscal Intervention Team. LASC/LACCD's five-year projection shows an on-going structural deficit and sharply declining fund balance. The team recommends that LASC/LACCD establish and/or review plans for how to address it (III.D.4).

Los Angeles Southwest College appears to use its financial resources in a responsible manner in part to have very well-developed policies, procedures, and internal control structures. They have both district and college shared governance participation in their budgeting and financial management eco-system. Financial information is disseminated via reports to the Board, presentations to shared governance committees such as District Budget Committee, and by posting reports to the website. The evaluation of LASC/LACCD's financial management practices are primarily evaluated by their annual external audit. Additionally, they have an Internal Audit Unit that tracks corrective action plan and reports status to the Board as well as evaluate internal control systems, assuring their validity and effectiveness. Hence, LASC/LACCD generally is responsive in addressing findings from their external auditor (III.D.5).

Based on the reviews conducted by both the external auditor and the Internal Audit Unit, the institution regularly receives information that they use to improve various aspects of financial health and strength (III.D.6).

LACCD has an Administrative Procedure that stipulates a minimum reserve level and the fund balance show resources that currently exceed these minimums. The institution, at present, has sufficient cash flow to sustain operations. Cash flow is monitored and tracked on a regular basis, but like the fund balance, it has also declined. Nevertheless, the District still enjoys a strong Bond rating from Moody's and Standard & Poor's. Further, they maintain various insurance to help manage their financial risk associated with certain types of emergencies and unforeseen occurrences (III.D.7).

The institution's fiscal oversight and management is exemplified in their comprehensive and robust policies, procedures, operating manual and similar accountability tools and structures, pertain to the diverse range of financial resources including but not limited to bond funds, financial aid, auxiliary, grant and foundation accounts, among others. The accountability structure coupled with annual audits provides a reasonably high assurance that the District's investments and assets are not at undue risk of significant loss (III.D.8).

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences (III.D.9).

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets (III.D.10).

Los Angeles Southwest College as adequate financial resources for the short to mid-term with their fund balance over the past several years ranging between 17-21%. Some liabilities such as OPEB, Load Banking are clearly considered in their short- and long-term planning. Additional evidence showing other years would provide support that such planning occurs on a regular and ongoing basis. As noted previously Los Angeles Southwest College's five-year projections (III.D.4.08), shows a steadily declining fund balance and the team recommends that LASC/LACCD establish and/or review plans for addressing this (I.D.11).

LASC/LACCD has a Debt Issuance and Management board policy that outlines how debt should be issued and managed. The District uses a Citizen's Oversight Committee to help ensure that bond resources are used in a manner consistent with the bond language and stipulated uses. Further, assurance is provided under BP 600 which require the Bond Program to be audited annually by an external auditor. Audits for two years were provided as evidence suggesting that this process is regular and consistent. (III.D.12)

LASC/LACCD monitors and manages student loan default rates to stay in compliance with federal requirements. They have robust and well-developed procedures that cover segregation of duties, reconciliation, recording, collections among others. (I.D.13)

Policies and procedures are in place to ensure that restricted funds such as debt instruments, auxiliary activities, fund-raising efforts, and grants are utilized for their intended purpose. LASC/LACCD funds undergo annual audits and regular internal review to ensure program guidelines are followed. (III.D.14)

LASC/LACCD complies with all federal regulations and requirement in Title IV of the Higher Education Act. Default rate revenues, and related matters are consistently monitored by the Central Financial Aid Unit and College Financial Aid department to ensure compliance with Federal regulations. (III.D.15)

LASC/LACCD have institutional policies that cover contractual agreements with external entities. Contractual transactions are reviewed and approved at monthly Board meetings. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations

Governance roles at Los Angeles Southwest College (LASC) are defined in policy and promote student success, sustaining academic quality, integrity, fiscal stability, and improve institutional effectiveness. College leaders foster dialog and participation with college stakeholders, including students, faculty, staff, and administrators, to fulfill the College's mission to positively affect "students of color and members of [the] surrounding community."

Findings and Evidence

The College has sound participatory governance structures to incorporate views from all campus members--faculty, students, staff, and administrators—so that everyone has avenues for being heard. Los Angeles Southwest College's Participatory and Decision-Making Handbook provides general structures by which campus members play a role in shaping and improving the College. In 2020 after receiving a Cambridge West Partnership assessment and report on fiscal matters and sustainability, Los Angeles Southwest College formed a Fiscal Recovery and Long-Term Sustainability Taskforce to work toward the 2020 report's objectives and support the master plan goals for improvement. The President formed the Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Taskforce to meet the equity needs of campus members and the surrounding community. The College has participated in Institutional Effectiveness Partnership Initiative to improve some key structural areas of the college strategic planning to professional development. In 2022, Los Angeles Southwest College was selected for the Caring Campus Initiative to further support students in our current post-pandemic environment. Further acknowledgement should be given to the College's Social Justice Theatre Program—which has been recognized several occasions by the Kennedy Center for Performing Arts—for students' stories, voices, and experiences that address pressing social justice issues pertaining to overincarceration, violence, and civil unrest. (IV.A.1).

Los Angeles Southwest College's Participatory Governance Handbook designates important roles for faculty, students, staff, and administrators on multiple important committees such as College Council, Student Success, Distance Education, Guided Pathways, and Planning and Budget committees. The Associated Students Organization (ASO) appoints student representatives to committees and taskforces, where students share the duty of improving the College with other constituent groups. Collegiality is one of the college's core values. During the pandemic, the President began weekly townhalls to keep students updated on COVID matters and promote dialog with students to help address any needs and concerns in a timely manner. ASO actively supports student voices in College decisions and hosts events on campus to foster community (IV.A.2).

Los Angeles Southwest College's Participatory and Decision-Making Handbook specifies committee compositions, charges, and principles. The College's constituent groups, students, faculty, staff, and administrators, populate committees and regularly meet. They may offer feedback and recommendations to the President and Board of Trustees. Committees and their members have a role in shaping institutional planning and affecting operations of the college through the budget, decisions regarding technology, and practices promoting equity (IV.A.3).

Under the guidance of policies and procedures, faculty and academic administrators have established systems for collaborating, shaping, developing, and improving curriculum to better serve the changing needs of students. Faculty and administrators are tasked with continuing to improve educational programs and services. BP 2510, Participation in Local Decision-Making, and AP 4020, Curriculum Development, specify aspects of the system for revising and developing curriculum. Curriculum Committee, through its program representatives oversees curriculum development and modifications for courses, programs, degrees, and certificates. Curriculum Committee sends its recommendations to the Academic Senate for final faculty approval before the District and the Board of Trustees finalize recommendations. Los Angeles Southwest College's Program Review Committee, comprised of faculty and administrators, makes recommendations for improving academic offerings to the Academic Senate (IV.A.4).

District Board Policies and Los Angeles Southwest College governance structures promote and support the sharing of perspectives from Los Angeles Southwest College constituent groups, i.e., students, faculty, staff, and administrators. These perspectives that are carried forward through the committee structure that is outlined in the Participatory Decision-Making Handbook influence District decisions. Los Angeles Southwest College committees meet regularly and convey the will of constituents in matters such as institutional planning, the Strategic Education Master Plan, and the Enrollment Management Plan. Curriculum Committee has the main oversight on curricular changes that then proceed through other aspects of the governance process (IV.A.5). In line with BP 2510, Participation in Local Decision-Making, Los Angeles Southwest College has active governance system that is outlined in the Participatory and Decision-Making Handbook. Brown Act Committees publish their agendas for the public, the campus community, and Committee members. Committee documents, agendas, and minutes are available to Los Angeles Southwest College employees via SharePoint. Los Angeles Southwest College publishes documents like the Enrollment Management Plan on its webpage for the campus and community stakeholders.   Los Angeles Southwest College excels at providing robust communication to students, the overall campus community, and the wider community of the College. "The Cougars Connect" is a weekly digital newsletter for campus to stay informed about campus information, events, and important dates. "The Cougar Connection" is a monthly digital newsletter that is shared with campus members, trustees, the wider community, and elected officials. Los Angeles Southwest College has also expanded communication to households within the College's service area through a hard copy newsletter sent by post. "President's Priorities" is a webpage updated every month to share updates, projects, and administrative decisions with the campus and local community. The College also hosts weekly townhalls to promote communication with employees and students. The College has grown in social media presence and wants to actively and inclusively engage the community with college-related matters (IVA.6).

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Los Angeles Southwest College regularly assesses its governance processes, including policies and procedures, for effectiveness. The College maintains a schedule for reviewing board policies and initiates updates. Los Angeles Southwest College committees conduct yearly self-evaluations regarding their practices, effectiveness, and initiatives. Committees then convey their findings to College Council or Academic Senate to support further assessment. College Council regularly updates the Participatory and Decision-Making Handbook to maintain best practices and to reflect modifications in committee structures and plans. Los Angeles Southwest College recently worked with a consultant and campus constituents to develop and implement an HR Restructuring Plan, which has been shared widely with the campus community. The Budget Committee also recently developed, finalized, and approved the Resource Allocation Handbook, which further connects allocations to program review processes (IV.A.7).

IV.B. Chief Executive Officer

General Observations
The Los Angeles Southwest College (LASC) Chief Executive Officer (CEO) is responsible for planning, budgeting, organizing, personnel selection, institutional effectiveness, accreditation, engaging the campus community, communicating goals and mission, communicating effectively with stakeholders, and ensuring the college's missions, vision, and purpose are upheld. Through various procedures and processes (such as committee and Council meetings, reporting systems, community outreach and involvement, etc.), the CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence
The job description for the CEO lists several key responsibilities, including "promoting collegiality, staff cohesiveness," "championing professional development for faculty, staff, and administrators," "administrative oversight of technological infrastructure," "management of academic affairs, student services, and administrative services," "developing grant and funding opportunities at the local, state, and national level," and "protecting and expanding the college's fiscal resources by maintaining a prudent financial management system." These key responsibilities reflect the commitment to ensuring that the CEO provides effective leadership in key areas, such as planning, budgeting, developing personnel, and overall assessment of the

instructional effectiveness. Additionally, the CEO maintains a major presence in the participatory governance process and regularly communicates with various committees and administrators. The CEO meets regularly with the Academic Senate President, union leadership, and various other stakeholders, assuring that the overall effectiveness of the institution is a priority for the CEO. The college governance processes and participation across constituency groups are used to help the CEO provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IV.B.1).

Informal and formal consultation and participatory governance processes are used by the CEO to plan, oversee, and organize the structure of the college. The College's Participatory and Decision-Making Handbook outlines the process for recommendations to the college president, with committees that report directly to the president (I.e., College Council, Academic Senate, Work Environment Committee, or Faculty Hiring Prioritization Committee) and those who report indirectly (i.e., through delegated administrators such as vice presidents). An HR Taskforce has been developed by the president to ensure the appropriate organization and staffing that reflect the institution's purposes, size, and complexity (IV.B.2).

The college president recently (2020) lead the strategic education master plan update. This update allowed the college to reflect and update their mission, vision, and values, as well as establish and adopt new strategic goals to align more with the State Chancellor's Office Vision for Success, the Student-Centered Funding Formula, Guided Pathways Framework, LACCD Framework for Racial Equity and Social Justice, and LACCD strategic goals. This reflective process resulted in institutional improvement for the college by setting institutional performance standards for student achievement, using research and analysis of external and internal conditions in planning for effectiveness, ensuring that resource planning prioritized student achievement and learning, and establishing procedures to evaluate institutional planning. Data-informed decision-making is used by the president to help the institution meet goals and achieve the college's mission (IV.B.3).

The college president is responsible for the facilitation of the accreditation process, which includes leading the accreditation team. Communication is sent regularly to the team to facilitate planning and sharing of documents and processes in the accreditation process. Additionally, the President's Cabinet works closely with the Academic Senate and the College Council to share and disseminate information about the accreditation process and to manage the process. The CEO at the college maintains the primary leadership role for the accreditation process to ensure compliance with requirements, accreditation standards, and commission policies (IV.B.4).

The college president meets weekly with the president's cabinet and monthly with administers to ensure that all institutional practices are aligned with the college's mission and policies and to assess effective control of budge and expenditures. The College Council, which acts as the primary participatory governance body for all constituent groups, meets monthly to provide feedback and recommendations on a variety of college issues. The president also works with the Budget Committee and the Vice President of Administrative Services to ensure legal compliance and effective controls of the budge and expenditures. The president ensures that statutes, regulations, and board policies are consistent with the College's missions and policies (IV.B.5).

The president uses external and internal communication methods to communicate with various stakeholders. The use of multiple communication channels (i.e., social media, email, e-newsletters, annual reports, and videos) ensure that internal and external stakeholders (I.e., chambers of commerce, neighborhood associations, K-12 school district, civic leaders, elected officials, businesses, industry members, etc.) have access to a variety of information and modes of communication. In addition to these communication methods, the president has maintained partnerships to encourage campus and community interaction and the sharing and exchanging of resources, especially in difficult pandemic times. The evidence shows a variety of events and communications from the College, which demonstrates the president's sensitivity to internal and external factors that may be impacting students, classified professionals, faculty, administrators, and community (I.e., COVID-19 pandemic issues and social issues like immigration, racial protests, LGBTQ+ rights and awareness, and other issues) (IV.B.6) .

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations

The Los Angeles Community College District (LACCD) has a seven-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee determined through an election by all enrolled students. The Board has established five Standing Committees: Institutional Effectiveness, Student Success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight; and one over-arching committee entitled Committee of the Whole. The Board meets monthly and the Standing Committees meet regularly with report out to the Board at their monthly meeting. This structure allows members to be engaged in developing a foundational knowledge to facilitate building consensus for taking action at the Board meeting each month. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

Findings and Evidence:

LACCD's Board policies outline the scope of the Board's duties and responsibilities. Board Policies and Board Rules outline Board membership, the duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, as well as the Board's committee structure (IV.C.1, ER 7).

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics*, affirms the notion that the Board acts as a whole and that authority rests only with the Board and not with individual Board members (IV.C.2).

Board Policy 2531 and related administrative procedures provide guidance in the selection of the chancellor. *Board Rule 10105.13* states that the Board will conduct an evaluation of Chancellor annually. The evaluation of the Chancellor culminates with a recommendation for contract renewal (IV.C.3).

Board Policy 2200 defines the Board's role and responsibility in protecting the public interest and affirms that the Board is an independent policy-making entity. Furthermore, *Board Policies 2710 and 2715* define the Board's responsibilities and obligations concerning conflict of interest and establishes ethical rules in protecting the District from undue influence (IV.C.4, ER7).

Board Policy 2200 defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established five subcommittees to assure quality and improvement in core areas including: institutional effectiveness, student success, Budget and Finance, Legislative and Public Affairs, and Facilities Master Planning and Oversight. The Board has also established a Committee as a Whole to review general and special topics of interest (IV.C.5).

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership* and *Board Policy 2015 – Student Trustee*), duties and responsibilities (*Board Policy 2200 – Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*) and *Board Policy 2220 – Committees of the Board*). Where appropriate, the District, through the chancellor, has established related administrative procedures to operationalize Board Policies (IV.C.6).

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. The District has started the process of converting their Board Rules over to a standard used most California Community Colleges for Board policies and administrative procedures. The Board has delegated responsibility and authority to the Chancellor for a periodic review of policies and procedures. The Chancellor has created a triennial review schedule beginning in 2023 for all policies and procedures as outlined in Administrative Procedure 2410 – *Board Policies and Administrative Procedures* (IV.C.7).

The District keeps the Board of Trustees informed of student academic performance through a review of the data with the Board's Institutional Effectiveness and Student Success (IESS) Committee. After review and discussion of the data, the IESS periodically refers the information to the Board's Committee of the Whole. During its annual retreat the Board uses the data to establish annual goals and to update the District's strategic plan, as well as in other related plans (IV.C.8).

As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major

focus areas, for example budget and AB 705. Board member terms of office are outlined in BP 2100 – *Board Elections*, which provides for staggered terms to ensure continuity of leadership (IV.C.9).

Board Policy 2745 defines the Board's annual self-evaluation process. The Board has complied with their policies as evidenced by the Board's meeting minutes (January, 2022) and the report of their findings. The Board has implemented and participated in a variety of training programs in order to improve Board performance (IV.C.10).

The Board has adopted both a conflict-of-interest policy (*Board Policy 2710 – Conflict of Interest)* and code of ethics (*Board Policy – Code of Ethics-Standards of Practice)* policy, which assures that individual board members maintain impendence from the District and also defines a process for sanctioning an individual Board member who violates Board Policy. Also, Board members file a Statement of Economic Interest form annually (IV.C.11).

Board Policy 2430 and *District Governance Handbook* detail how the Board delegates responsibility and authority to the chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the chancellor accountable for the operation of the District and the administration of Board Policies (IV.C.12).

The Board of Trustees Special Meeting was held on June 25, 2022 where the Board discussed Board roles and responsibilities. The Board's Institutional Effectiveness and Student Success (IESS) Committee had an Accreditation 101 training on May 18, 2022. The Board of Trustees approved the ISERs on July 6, 2022. The Board has been appropriately informed and involved with the accreditation process throughout the reaffirmation process and continuing to meet accreditation standards are an on-going focus of the LACCD Board. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D Multi-College Districts or Systems

General Observations:

The Los Angeles Community College District (LACCD) is a nine-college district. The Board of the LACCD delegates authority for administering board policies and overall operations to the chancellor. The chancellor, in turn, delegates appropriate authority to the college presidents to administer and operate each college. As part of the evidence, the District provided an accreditation matrix, which delineates responsibility for meeting accreditation standards between the colleges and the district. LACCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes, and makes changes to these systems to effectuate continuous improvement. Through its data assessment and planning processes, LACCD has maintained its

leadership role in social justice and equity by adopting a districtwide framework for social justice and equity.

<u>Findings and Evidence</u>

Board Policy 2430 delegates executive authority to the chancellor to administer Board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. *Board Policy 6100* delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, *Board Policy 7110* provides authority to the chancellor to execute personnel actions (IV.D.1).

Board Policies 2430, 6110, and 7110 provides a clear delineation of roles and responsibilities between district and the colleges. The district and colleges administer regular surveys at the college and central services level to ensure that the needs of the colleges are being met by the district service offerings. The District works proactively with the colleges to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges (IV.D.2).

The district maintains a clearly defined Budget Allocation Model (BAM), which is implemented and evaluated on a three-year cycle by the District Budget Committee, a committee which includes membership from all colleges and the district office. The BAM acknowledges and accommodates the varying needs of the colleges; ensures that each college receives sufficient resources to operate and sustain the colleges and district; and is perceived as an open, fair, equitable and transparent allocation model by members of the District Budget Committee. Expenditures are adequately controlled and stay within the available budget. On a quarterly basis, projections of expenditures compared to budget are performed and reviewed in detail with the District Budget Committee; if anomalies exist or are identified, they are reconciled and agreed upon before presentation to the Board of Trustees (IV.D.3).

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. This includes organizational structure, hiring, and other critical functions. The college presidents are held accountable for their performance by the chancellor and the Board (IV.D.4).

The colleges derive their strategic plans from a district-wide strategic plan that is updated every five years, through a participatory process that includes all colleges and the district CEO. The self-assessment indicates that the district is working to produce better alignment between the college planning processes and district plan and related communications. The district office has issued recommendations to this end including measurement and data standards

The team was impressed with the Districtwide and campus-level response to social justice and equity, which provides an example of how District system planning and evaluation is integrated with college planning and evaluation. Recent events at the national level prompted the District and the colleges to work together to develop a districtwide framework for racial equity and social justice. The framework is heavily influenced by campus-level work and input. At the same time, the Board and the District were able to provide an operational structure and the resources

necessary to support the overall framework. The structure of program review, resource allocation decisions, and the development of programs and services are all influenced by this common districtwide framework. The District has funded a districtwide equity and justice fellow to ensure that the work continues and that the colleges are supported. LACCD enjoys a well-earned reputation as a leader in social justice and equity initiatives. The Board and the District are to be commended for developing a model that could be replicated at other member institutions (IV.D.5).

The district implemented Board Docs, an enterprise level software package, in 2019 to improve districtwide communications, and to facilitate committee operations. The chancellor communicates regularly with the colleges' academic senates, unions, as well as the college presidents through Chancellor's Cabinet and Presidents Council. The district governance and planning processes include several opportunities for cross-communication between groups.

LACCD is a large entity and the District has increased its reliance digital communications. As an example, stakeholders now receive regular updates from the chancellor summarizing activities of the District and the colleges, including a quarterly *Governance Update* that provides a summary of all major participatory governance recommendations (IV.D.6).

The district has regular, intentional cycles to assess and improve planning, governance, and decision-making processes. A survey is administered every two years to assess the efficacy of district-level participatory governance processes. This process culminates in results that are shared and used for future action and planning. The recent action to re-align strategic planning processes between colleges and district, and to improve communications is an example of how this assessment process is used to improve planning, governance, and decision making (IV.D.7)

Conclusions:

The College meets the Standard.

Commendations:

The team commends the Board and the District on the development and implementation of a Districtwide Framework for Racial Equity and Social Justice: Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD. The District has successfully built upon the strong legacy of social justice and equity work amongst the campuses, by embedding this framework into existing planning process, developing systems of accountability, and investing in local, regional, and statewide legislative advocacy to support statewide systemic reform to improve racial and social justice initiatives. (IV.D.5)

Quality Focus Essay

The projects identified in the QFE are clearly defined and well-organized. The projects came to fruition through analysis of qualitative data, and both projects will serve the college's community well. The Guided Pathways Steering Committee is proposing to redesign its communication strategy with students to make it more effective and to increase communication and alignment between participatory governance committees on campus to increase efficiency and reduce redundancies.

Project 1 focuses on developing an enhanced student communication plan. This plan specifically focuses on the needs of the student and extends beyond the importance of the "First Year Experience" for students so that students feel supported throughout their time at the college. The plan shows consideration for the student needs and what works well for students in terms of communication. LASC considered the different types of communications and how to disseminate those communications, rather than relying on the traditional means of communication (such as Canvas or email). The plan encourages back and forth communication (by offering "Q&A" types of communications) rather than having LASC act as the sender and the student the receiver, which opens the lines of communication.

Project 2 focuses on cross-committee collaboration and communication. Each committee is aligned and collaborates with other participatory governance committees. Plans and Recommendations would be compiled annually through the Strategic Planning Committee to determine which committee would take responsibility. This project can be seen as a project that promotes more transparency and allows for stakeholders to collaborate. This seems to be a good opportunity to promote collegiality and collaboration amongst various programs in order to enhance and support student services.

The focus on students within the Guided Pathways framework will be beneficial for both students and the College as a whole. Realizing the need to focus on communication with students while also streamlining communication is key in not overwhelming students, staff, and faculty. The recommendation to procure a public art grant is unique yet consistent with the College's mission.

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ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Los Angeles Southwest College

1600 W Imperial Hwy, Los Angeles, CA 90047

The Core Inquiries are based upon the findings of the peer review team that
conducted Team ISER Review on 10/3/22

Diana Z. Rodriguez
Team Chair

Contents

Los Angeles Southwest College

Peer Review Team Roster

Team ISER Review
10.3.22

Diana Rodriguez, Chair Chancellor San Bernardino Community College District	Dr. Nathaniel Jones III, Vice Chair President College of Alameda
ACADEMIC MEMBERS	
Dr. Roland Finger Professor of English Cuesta College	Ms. Tia Germar Librarian Tenured Faculty Butte College
Dr. Sonja Lolland Vice Chancellor Education and Planning Yuba Community College District	Dr. Myshel Pimentel English Instructor Merced College
Nicole Grouse Assistant Professor, English Feather River College	
ADMINISTRATIVE MEMBERS	
Mr. Shaminder Brar Vice President Administrative Services Antelope Valley College	Dr. Elaine Kuo College Researcher Foothill College
Dr. Melissa Raby Vice President Student Services Columbia College	

ACCJC STAFF LIAISON	
Dr. Catherine Webb Vice President ACCJC	

Summary of Team ISER Review

INSTITUTION: Los Angeles Southwest College

DATE OF TEAM ISER REVIEW: 10.3.22
TEAM CHAIR: Diana Z. Rodriguez

A ten-member accreditation peer review team conducted Team ISER Review of Los Angeles Southwest College on October 3, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022, and held a pre-review meeting with the college CEO on August 31, 2022. The entire peer review team received team training provided by staff from ACCJC on September 1, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in [add dates] Fall 2021.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team would like to know more about how the college uses assessment and evaluation information to enhance institutional effectiveness & strategic planning and drive resource allocation.
Standards or Policies: I.B.2, I.B.8, I.B.9

Description:
 	
    a.   The team saw evidence of evaluative practices, including program review, student learning outcomes assessment, and evaluation of strategic enrollment management plan.
    b.   The team would like to know more about how the college uses evaluation information to enhance institutional effectiveness and set priorities as well as strategically plan and drive resource allocation decisions.

Topics of discussion during interviews:
 	
    a.   Use of SLO assessment results and program review information in decision-making and resource allocation
    b.   How the institution uses SLO assessment results and program review information to set priorities
    c.   Status of the draft Integrated Planning Handbook and its implementation

Request for Additional Information/Evidence:
 	
    a.   Updated/Finalized draft of Integrated Planning Handbook (if any changes since draft included in ISER, please summarize changes related to prioritization and decision-making processes if applicable)
    b.   Documentation of how budget assumptions and resource allocations are decided (e.g., Minutes from College Budget Committee)
    c.   Any other documentation that would show how results of evaluative processes are used to set priorities and make resource allocation decisions

Request for Observations/Interviews:
   a. Chair/chairs of SLO Committee (including a faculty member if not one of the chairs)
   b. Chair/chairs of Program Review Committee
   c. Chair/chairs of College Budget Committee
   d. Chair/chairs of College Strategic Planning Committee
   e. Chair/chairs of College Council

DISTRICT CORE INQUIRIES

Los Angeles Community College District
770 Wilshire Blvd
Los Angeles, CA 90017

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 7, 2022

Mr. Michael Claire
Team Chair

Contents

Los Angeles Community College District

Peer Review Team Roster

Team ISER Review
October 7, 2022

Michael Claire, Team Chair San Mateo County Community College District Chancellor	Dr. David Martin, Vice Chair San Francisco Community College District Chancellor
ACADEMIC MEMBERS	
Dr. Fail Cammin Foothill College Program Director, Humanities Mellon Scholars Program	Dr. Bridget Herrin San Diego Mesa College Dean, Institutional Effectiveness
Dr. Michelle Miller-Galaz Porterville College Dean of Instruction	Dr. Jia Sun Imperial Valley College Associate Professor/Accreditation Coordinator
ADMINISTRATIVE MEMBERS	
Ms. Kelly Avila Merced College Associate Vice President of Human Resources	Ms. Ann-Marie Gabel South Orange Community College District Vice Chancellor, Business Services
Mr. William McGinnis Butte-Glenn Community College District Trustee	Dr. Ivan Peña Crafton Hills College Dean of Student Equity and Success
ACCJC STAFF LIASON	
Dr. Kevin Bontenbal, Vice President	

Summary of District Team ISER Review

INSTITUTION: Los Angeles Community College District

DATE OF TEAM ISER REVIEW: October 7, 2022

TEAM CHAIR: Michael Claire

A ten-member accreditation peer review team conducted Team ISER Review of the Los Angeles Community College District (LACCD) on October 7, 2022. The primary focus of the team was to review standards IV.C and IV.D. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the institutional self-evaluation report (ISER) for each college in the LACCD and related evidence several weeks prior to the Team ISER Review. Team members found the narrative for Standards IV.C and IV.D of the ISERs to be comprehensive and well written.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 3, 2022 and held a pre-review meeting with the district ALO on October 3, 2022. The entire peer review team received team training provided by staff from ACCJC on August 31, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the meeting discussing their initial observations and their preliminary review of the written materials and evidence provided by the colleges for the purpose of determining whether the colleges continue to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations with an emphasis on Standards IV.C and IV.D. The team developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in March 2023

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The District should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team seeks to verify the board has an orientation for new board members as outlined under policy.

Standards or Policies: IV.C.9

Description:
  a. As outlined in BP 2740 – *Board Education* the Board is committed to ongoing development as a Board and to a trustee education program, including a new trustee orientation.
  b. Board Members attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) for professional development.
  c. The Committee of the Whole often holds in-depth sessions to allow for better understanding of major focus areas, for example budget and AB 705.
  d. The team did not find evidence of a formal new trustee orientation.

Topics of discussion during interviews:
  a. How are new board members informed of board orientations?
  b. What orientation opportunities are provided for new board members?
  c. When was the last new board member orientation?
  d. Who participates in board orientation?

Request for Additional Information/Evidence:
  a. New board member orientation agenda.
  b. Documentation of Professional Development Opportunities.

Request for Observations/Interviews:
  a. Board members
  b. Chancellor

District Core Inquiry 2: The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.

Standards or Policies: IV.D.3

Description:
  a. The team reviewed the district's allocation model and evidence that the district is following its model.
  b. The team was unclear on how the district assess its resource allocation model to determine its adequacy and effectiveness in supporting all colleges across the district.

Topics of discussion during interviews:
  a. What are the effective controls of expenditures?
  b. What is the process for evaluating the resource allocation model?
  a. What is the process for colleges in the district to request more resources in order to meet operational needs?

Request for Additional Information/Evidence:
  a. Resource model evaluations.
  b. Evidence of district-wide discussions regarding the evaluations of the resource allocation model.

Request for Observations/Interviews:
  a. Chancellor
  b. District Chief Business Officer (or CFO)
  c. District budget committee

District Core Inquiry 3: The team would like to learn about the process of development and what follow-up has occurred from the release of the district's framework for racial equity and social justice.

Standards or Policies: IV.D.1

Description:
  a. The team was impressed with the district's Framework of Equity and Social Justice and its alignment with district mission, board goals, and district goals.

Topics of discussion during interviews:
  a. Where did this framework originate?
  b. How did the district determine a Race, Equity, and Inclusion workgroup?
  c. How does this district use these principles to guide decision-making?

Request for Additional Information/Evidence:
  a. Committee roster of Race, Equity, and Inclusion workgroup.
  b. Agendas and minutes from the district's Race, Equity, and Inclusion workgroup.
  c. Evidence of district-wide communication regarding actions and/or recommendations of the Race, Equity, and Inclusion workgroup.

Request for Observations/Interviews:
   a. Chief Human Resources Officer
   b. Race, Equity, and Inclusion workgroup
   c. Individuals involved in the development of the Framework of Equity and Social Justice