



Los Angeles Southwest College



Follow-Up Report to the Accrediting Commission for Community and Junior Colleges

March 15, 2014

Certification Page

TO: Accrediting Commission for Community and Junior Colleges

FROM: Yasmin Delahoussaye, Ed.D.
President, Los Angeles Southwest College
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We certify that there was broad participation in the production of the 2014 Accreditation Follow-Up Report by the College community, that the report accurately reflects actions taken by the College and District to address the recommendations, and that the report was presented to the Board of Trustees for review prior to submission.

Miguel Santiago, President, Board of Trustees February 26, 2014

Adriana Barrera, Chancellor, L.A. Community College District February 26, 2014

Dr. Yasmin Delahoussaye, President, Los Angeles Southwest College February 26, 2014

Dr. Lawrence Bradford, Accreditation Liaison Officer February 26, 2014

Dr. Allison Moore, President, Academic Senate February 26, 2014

Jerome Robertson, Chair, AFT College Staff Guild – 1521A February 26, 2014

Dr. Sandra Lee, LASC Chapter President, AFT Faculty Guild – 1521 February 26, 2014

Lamont Jackson, President, ASO February 26, 2014

James Bradley, Local 99 SEIU February 26, 2014

Lynn Bebel, Local 721 Supervisory February 26, 2014

Nicholas Brown, Local 45 Crafts February 26, 2014

Stephanie Brasley, Teamsters February 26, 2014

Statement of Report Preparation

This Follow-Up Report is intended to address Commission concerns identified in a letter to the College President dated July 3, 2013. Specifically, the purpose of this report is to demonstrate that the College has taken corrective action to fully resolve the deficiencies cited in College Recommendations 3, 4, 5, and 6 during the last evaluation team visit on April 16, 2013. Additionally, it addresses how the College is in compliance with Standards II.B.3.a, II.C.1.b, III.A.1.b, and IV.A.3 as noted in the team report. Listed below are the Accreditation Response Team members who worked on each of the College recommendations:

College Recommendation 3: Availability of Services to all Students

Dr. Patrick Jefferson	Vice President, Academic Affairs
Trudy Walton	Vice President, Student Services
Dr. Oscar Cobian	Dean, Student Services
Sabrena Turner-Odom	Student Success Center Director
Kim Carpenter	Registrar
Celeste Phelps	Learning Disability Specialist
Danny Brown	ASO representative

College Recommendation 4: Library Services

Dr. Yasmin Delahoussaye	College President
Shelley Werts	Department Chair, Library
Linda Brady	Librarian
Mellanie Reeve	Adjunct Faculty Member
Stephanie Brasley	Dean, Academic Affairs
Ralph Davis	Counselor
Catherine Azubuike	Department Chair, Nursing
Pamela Sanford	Associate Vice President, Administrative Services
Lamont Jackson	ASO representative

College Recommendation 5: Professional Development and Faculty Evaluations

Dr. Patrick Jefferson	Vice President, Academic Affairs
Alistaire Callender	Director, Staff Development Vice President, Academic Senate
Casaundra Walker	Scheduler
Dr. Tangelia Alfred	Dean, Academic Affairs

College Recommendation 6: Documentation of Actions and Recommendations

Dr. Allison Moore	President, Academic Senate
Tamura Howard	Faculty Co-Chair, Strategic Planning Committee
Phillip Briggs	Dean, Institutional Effectiveness
Miya Walker	Public Information Officer
Felicia Duenas	Dean, Resource Development
Jerome Robinson	Chapter Chair, AFT Staff Guild 1521A

To ensure widespread College involvement in the Follow-Up Report, the Accreditation Response Team formed sub-committees and developed a timeline and work plans. Throughout the spring, summer, and fall semesters the College worked on addressing the recommendations, updating the Board of Trustees, faculty, administration, staff, and students on the College's progress.

On November 25, 2013, the Follow-Up Report was sent out via email with a request for review and feedback to all campus constituents. A second request for review and feedback was sent out via the President's bi-monthly newsletter in December 2013. Comments and corrections were reviewed and integrated into the document by the chairs of each sub-committee. On February 6, at Spring Flex Day, another update was given to faculty, staff and students urging all to contribute their feedback.

The final draft of the Follow-Up Report was presented to the College community, the Academic Senate, and College Council. All constituent employee unions, and the College Council reviewed and approved the final draft. On March 12, 2014, the Board of Trustees voted to approve it during its regular meeting.

Yasmin Delahoussaye, Ed.D.
Interim President
Los Angeles Southwest College

Follow-Up Report Introduction

In March 2012, an Accrediting Commission for Community and Junior Colleges (ACCJC) evaluation team conducted a comprehensive evaluation site visit to Los Angeles Southwest College (LASC). The final evaluation team report contained six recommendations to help the College come into compliance with Accreditation Standards. At its June 2012 meeting, the Commission voted to issue a sanction of Probation to the College. As a result of this sanction, the Commission directed the College to submit a Follow-Up Report by March 15, 2013, and to show that it resolved the six recommendations.

In March 2013, the College submitted a Follow-Up Report to the Commission, describing the actions that it took to fulfill the requirement to resolve the six recommendations (Follow-Up Report, March 15, 2013). In April 2013, members of the evaluation team returned to the College and met with staff on April 16, 2013.

At its June 2013 meeting, the Commission concluded that the College resolved two of the six recommendations it addressed in the Follow-Up Report and that it had partially implemented one of the four remaining recommendations. The Commission acted to place the College on Warning and directed the College to prepare and submit a second Follow-Up Report, this time describing the resolution of the four remaining recommendations and asking it to address how the College was in full compliance with the Standards cited in the July 3, 2013 letter from the Commission.

This second Follow-Up report includes the actions taken to resolve the recommendation, an analysis of results achieved to date, additional plans and evidence that supports the college's responses to the recommendations that follow. Appendix A includes a chart of where the College was with respect to each of the four recommendations in 2012, 2013 and 2014.

Responses to Commission Action Letter

Recommendation 3: Availability of Services to All Students

In order to meet the Standard, the team recommends that the College review the availability of appropriate, comprehensive and reliable services to all students. In particular, the team urges the College to review the parity of services provided to students in distance education as compared to students on campus. (IIIB.3.a)

Actions Taken to Resolve the Recommendation

The College has used research and analysis (**C3-1 Link to Survey Results**) to assess its services in relation to student needs, and has designed and implemented appropriate interventions in the services offered in Counseling, Online Matriculation Process, Academic Services, Services to Student Athletes, and Career Services. These interventions assure a greater availability of comprehensive and reliable services to all students.

Counseling

In spring 2013, the College began providing online counseling to improve access to counseling and advising for both online and face-to-face students. Students can make counseling appointments online (E-SARS), send emails to an online counselor through Ask-A-Counselor and E-Advising, or contact their own counselor through the portal system. The College established a comprehensive structure for both land-based and online students to access counseling services at Los Angeles Southwest College, which consists of the following:

- Ask-A-Counselor
- E-SARS
- E-Advising
- Contact Your Counselor
- Online Matriculation Process

Ask-A-Counselor

In an on-going effort to ensure parity between on campus students and online students to access counseling and advising support, a pilot program using the email account of AskACounselor@lasc.edu was implemented. Ask-A-Counselor (AAC) is now an ongoing service available and promoted to all students. Primarily, AAC allows students who are enrolled off-campus/online to email any quick-question inquiries and a counselor will provide an answer (usually within 24-48 hours). The AAC pilot program was initially evaluated in March 2013 and the results were used to improve and enhance the service. In addition, a regular evaluation schedule was developed to ensure continued improvement and

success (**C3-2 Evaluation Schedule for Ask-A-Counselor; C3-3 Evaluation of AACC**). Highlights of the evaluation results are listed further below in this section.

The AAC pilot program ran between February 1, 2013 and June 30, 2013 with approximately 305 emails received and responded to. AAC was marketed to the entire LASC community via posters, email blasts, the web page, and the marquee. While the goal was to encourage students to use this service, many inquiries were also received from students within the LACCD, outside of the District, and internationally (e.g., the Philippines, Belize, and various Asian countries).

The AAC pilot program at that time is not designed to complete Student Education Plans (SEP), or conduct personal or career counseling. Students inquiring about these services are encouraged to contact the Counseling office and schedule an appointment. Many students had inquiries regarding associate and certificate programs, general education requirements for programs and transfer institutions, schedule of classes, current catalog, etc.

In support of LASC students, all of these items are available on the college website (www.LASC.edu) in a Word document or in PDF format. However, students were still emailed the item they were requesting along with the link to the web address for future reference. Counseling assistance was by far the largest area of inquiry. Students who wanted assistance with educational plans. While AAC was not designed to complete student educational plans, it should be noted that the District's new Student Information System, provided through PeopleSoft, will have an online SEP component and is projected to be operational in January 2015.

Ask-A-Counselor Survey Results

As stated above, the AAC service was first evaluated through electronic means for the pilot activity period of February through June 2013 (**C3-3 Evaluation of AAC**). A second electronic assessment was completed in July 2013. An email was sent to approximately 300 students to ask them to complete a survey (<http://www.surveymonkey.com/s/RQFGX6K>). The survey questions asked were as follows:

1. How did you hear of the Ask-A-Counselor service?
2. Was the response time to your question adequate?
3. Were you satisfied with the answer to your question(s)?
4. Would you recommend the Ask-A-Counselor service to other students?
5. Would you use the Ask-A-Counselor service again?
6. Are you a student who primarily takes courses on-line (Etudes) and/or in ITV?
7. Finally, please let us know what we can do to improve the Ask-A-Counselor service.

Of the students who responded to the July 2013 survey (**C3-4 AAC Survey Results**), the common themes in the responses for improvements that could be made to AAC were the following:

1. The need for students to be able to create online educational plans. In response, online educational plans will be operational in January 2015. District Office IT staff are currently working on configuring the new Student Information System and online educational plans are a top priority.
2. The need for more evening counseling appointments to be provided to students. In response, the College increased the availability of evening counseling appointments to four evenings a week (Monday through Thursday) until 7:00 p.m.
3. The need for students to be able to schedule online counseling appointments. In response, the College implemented E-SARS (an online counseling appointment system).
4. The need for students to be able to obtain career and major counseling online. In response, students were told about Personal Development 20. This online class allows students to have in-depth major counseling and to take a series of career assessment tests. For students not wanting to take a class, major questions can be asked through the AAC service and the College has now launched an online career assessment through the Career Center (See page 17, Eureka Online Career Services).

A subsequent counseling survey was developed to assess Ask-A-Counselor, E-Advising, and E-SARS. This survey was posted on the LASC website from December 2013 – January 2014. To increase the level of participation, the College offered an opportunity to enter a drawing for a \$25 LASC gift card. As a result of the drawing, 340 students completed the Counseling Survey. The report provided the Counseling Department with valuable information related to the level of awareness of these online resources and the level of satisfaction with these resources.

Of the 340 student respondents, only 30 percent indicated they had used Ask-A-Counselor. Of the students who indicated that they used AAC, 65 percent of them were either very satisfied or satisfied. Moreover, 48 percent indicated they planned to use the service in the future. Students who were satisfied indicated that the system allowed them to talk to a counselor without having to physically come to the campus.

E-SARS

In September 2013, Los Angeles Southwest College implemented E-SARS, an online scheduling system for the General Counseling office. Students received an email message and text message in October 2013 through Blackboard Connect to inform them of the availability of E-SARS to schedule counseling appointments online. Moreover, students were

also reminded about Ask-A-Counselor and E-Advising to ensure that students were well informed about all of these online services.

The College is actively marketing these online services. December 2013 through January 2014, the General Counseling office included questions regarding E-SARS, E-Advising, and Ask-A-Counselor in its department survey for students (**C3-5 Counseling Department Survey**). This will allow the department to determine the interest in, awareness of, and student needs regarding each of these services.

E-SARS Survey Results

In November 2013, the College surveyed students to assess their level of satisfaction with the system. Of the 340 student respondents, only 13 percent indicated they had used E-SARS despite receiving information that the system was in place. However, of the users, 72.8 percent indicated a likelihood of using this service again in the future and 63.7 percent indicated they would recommend this service to other students. The comments related to E-SARS indicated surprise that it was easy to schedule an appointment with a specific counselor and the convenience of not having to come on campus to schedule an appointment was mentioned several times (**C3-6 ESARS Report**).

E-Advising

The E-Advising system allows students to send a message to the Counseling Department that is then answered in a timely manner. The system allows the Counseling Department to monitor how many questions have been submitted, time of the submission, and the response from the Counselor. This has been effective in allowing students to ask open questions to a counselor at any time. Since January 1, 2013, there has been a 100 percent counselor response rate (**C3-7 E-Advising Report**).

The E-Advising Report includes student name, date/time of the inquiry, the question asked by the student, and the counselor's response to the question. The responses indicate counselors are providing detailed responses and an opportunity to contact the counselor for a follow-up discussion either in person, via email, or on the phone.

E-Advising Survey Results

The General Counseling office prepared a satisfaction survey of E-Advising to determine how students became aware of this system, ask for recommendations for improvement, and inquire whether students are distance education students or land-based. The survey was posted on the LASC website in December 2013 through January 2014. The recommendations in the survey will be used by the General Counseling Office to improve the services and create marketing plan to inform more students on how to use it (**C3-8 E-Advising Survey; C3-9 Counseling Department Program Review**).

Of the 340 student respondents, only ten percent had used E-Advising and 75 percent of these users were very satisfied with the service. The results of the survey were reviewed and the following actions were developed by the Counseling Department to respond to the survey findings:

- Increase marketing of online counseling services by working with Public Information Officer to place direct links to these services on the LASC webpage. According to the survey results, 70 percent of respondents indicated they learned about these services through the College website. Additionally, printed flyers will be posted in key offices on campus such as Academic Affairs, Financial Aid, and Matriculation to inform students of these counseling services. Moreover, these services are now detailed in the new student orientation. Before the start of the spring 2014 semester, the Public Information Officer will send a text message blast to all students to inform them of these counseling services.
- The Counseling Department requested the survey be reposted on the College webpage and another drawing for a \$25 gift card be available to students. An email message was sent to all students who had previously used Ask-A-Counselor, E-Advising, and E-SARS. The purpose of reposting the survey was to elicit more responses from students who may have used these services. Many of the respondents of the initial survey had not used the survey. Students responded to the survey by viewing it on the website despite an unfamiliarity with these services. The survey was reposted January 14, 2014 through January 27, 2014.
- One of the issues the group identified with Ask-A-Counselor is that the counselor's email response will sometimes go to students' spam messages. Thus, the student does not receive a response to the message. The group wants to direct more students to E-Advising because the system allows for a tracking system for questions and responses. These responses do not go to spam message box. However, Ask-A-Counselor has a demonstrated high rate of usage and responses as it is easy to use.

Contact Your Counselor

Besides sending an email directly to AskACounselor@lasc.edu and E-Advising, students also have the option of using a separate email program called JotForm that is accessible from the Counseling webpage: http://www.lasc.edu/students/counseling/contact_counselor.html. The College has also taken action to promote JotForm (a free online form creation program). JotForm includes a drop down menu (“Contact Your Counselor”) with the Counselors’ names and their specific program or department: General Counseling, EOPS, DSPS, TRIO Scholars, TRIO STEM, Nursing, PASSAGES, and Matriculation. Students were able to email their Counselor directly with a question or inquiry. This JotForm is monitored by several counselors who ensure responses are provided to all inquiries.

If a student does not have an assigned counselor (“Not sure who your Counselor is”), they can send an email directly to the AskACounselor@lasc.edu account for a response. Of the over 300 emails received, almost 50 were sent via the JotForm account. This service is especially useful for students enrolled in categorical programs who are unable to come on campus to meet with their designated counselor. Below is a snap shot of “Contact Your Counselor” from the LASC website.

The screenshot shows a web browser window displaying the 'Contact Your Counselor' page. The page has a blue header with the LASC Counseling Center logo and navigation links. The main content area is titled 'COUNSELORS' and contains a form with the following fields and instructions:

- Do you need to CONTACT YOUR COUNSELOR?** Select your Counselor from the drop-down menu to the right.
- NOT SURE WHO YOUR COUNSELOR IS or have a Quick Question?** Select "ASK A COUNSELOR" from the drop-down menu to the right.
- Student Name *** (Text input field)
- Student ID Number** (Text input field)
- Student Email Address *** (Text input field)
- Message:** Use this space to type a detailed message for the Counselor. Please note that requests for education plans, financial aid appeals, graduation checks, etc. are not possible on this form. Please schedule an appointment. *
- Submit** (Button)

The browser's address bar shows the URL: www.lasc.edu/students/counseling/contact_counselor.html. The taskbar at the bottom shows various open applications, including Microsoft Office and JotForm.

Online Matriculation Process

To further ensure parity between on campus students and online students, the College has also reviewed and updated its matriculation process to ensure that online receive the same quality and access to services as campus based students. LASC uses the following process to help online students engage in the matriculation process:

- **LASC Website:** The LASC homepage provides a detailed matriculation plan at http://www.lasc.edu/students/matriculation/matriculation_process.html. This includes the “8 Steps to Becoming a LA Southwest Student”, as well as online orientation procedures.
- **Enrollment:** A student can enroll in the College without ever stepping foot on campus. If support is needed, students can find help through telephone assistance provided by Admissions and Records during office service hours. In addition, applicants can email the office (Admissions@lasc.edu) if further assistance is required. For assistance with the admissions application website, users have a toll free number provided that assists them to obtain usernames and passwords, and provides trouble shooting help.
- **Orientation:** Currently the College uses face-to-face orientations. When students apply to the College, they are provided with a matriculation plan which includes the times and dates of orientations. Los Angeles Southwest College is in the process of developing a comprehensive online orientation system to effectively inform new and continuing students of the programs, services, and critical deadlines of the College. The College signed a contract with a company already used by several colleges in the District called “Cynosure”. The Cynosure online orientation system will be able to connect to the District’s new Student Information System to report all students who have completed orientation as part of Student Success Act (SB1456) (**C3-10 Cynosure Contract**).
- **Financial Aid:** The LASC website includes updated information on completing the financial aid process:
http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html.
- Students are able to complete the tasks associated with applying for financial aid online: The Financial Aid staff are available to provide assistance by telephone. Moreover, Financial Aid staff are also able to answer email inquiries via LASC Financial Aid staff (lascfinancialaidstaff@lasc.edu).
- **Counseling:** See Ask-A-Counselor (AskACounselor@lasc.edu).
- **Registration:** The registration process takes place online via the Student Information System. Eligible students are instructed to enroll in classes online using the Student Information System at anytime on or after their assigned registration appointment time and date. Students can use the online registration system anywhere they have access to the internet. Students who need to contact faculty to request to be added to

closed online courses may also complete this entire process online. The process is documented in the online schedule of classes.

- Drop classes: All drop transactions can take place online via the Student Information System: <https://eweb2.laccd.edu/WebStudent/signon.asp>.
- Grades: All students can review their unofficial transcript or term grades via the Student Information System: <https://eweb2.laccd.edu/WebStudent/signon.asp>.
- Transcripts: Students can request official transcripts using an online service provided by the National Student Clearinghouse to which LASC subscribes. Distance education students also have the option of requesting official transcripts in writing, the same as on campus students (<https://eweb2.laccd.edu/WebStudent/signon.asp>).

Academic Support

Smarthinking

Access to Smarthinking (<http://www.lasc.edu/smarthinking.html>) was purchased in October 2012 and became operational on November 15, 2012. This program was implemented for all online and land-based students to provide significant interactive tutoring sessions for all students anytime and anywhere. This is a 24/7 program that provides trained tutors in various subject areas. With Smarthinking, students will have access to ten hours of free online tutoring per semester and can purchase additional time as needed.

Operationally, students connect with an e-instructor, schedule live online tutoring sessions, submit written work to an online writing lab, and receive responses using an online whiteboard. Tutors with postsecondary degrees engage students in the areas of writing, reading, mathematics, natural sciences, business, English for speakers of other languages, Spanish, Nursing and Allied Health, computers and technology.

Smarthinking Survey Results

A survey was conducted during spring 2013 and fall 2013 to assess the effectiveness of the online program. A total of 43 students completed the survey. Thirty-seven percent of respondents indicated they used Smarthinking one to three times during the semester, while a total of 33 percent responded that they used the online service more than seven times throughout the semester. The most prevalent use of Smarthinking was use of the online writing lab (38.1%). Moreover, 31 percent of respondents also found it highly useful for submitting questions. The three most popular subjects in which students used Smarthinking were English (25%), Essay Center (25%), and Mathematics (19.2%). All respondents appear to strongly agree their overall experience with Smarthinking was helpful in improving their overall academic performance.

Per the survey, 63 percent of respondents strongly agreed that Smarthinking helped them understand course subject matter better. Also, 71 percent of respondents agreed that

Smarthinking had been well publicized with a total of 20.7 percent stating that they heard or learned about Smarthinking through the LASC website. Based on survey results, it appears that students do use and benefit from Smarthinking as an online tutoring tool.

Recommendations for future use of Smarthinking include increasing the number of students acquainted with the online system by having Student Success Center (SSC) program assistants promote it in classrooms during the first week of the semester as well as in the Student Success Center when student ask for tutoring. Another recommendation is to more aggressively promote Smarthinking to students in academic subjects other than English and math. One way this will be accomplished is by having the subject tutors in the Student Success Center recommend Smarthinking to the students they tutor. Additionally, Smarthinking will continue to be included in the new student orientation that will help promote this service to new students on campus. Finally, only ten percent of “online only” students used the Smarthinking tool. In order to encourage more online students to access Smarthinking a link will be included in the Etudes Learning Management System shell for all online classes and online faculty will be encouraged to recommend Smarthinking as a valuable resource. In September 2013, the LASC Academic Senate approved the Distance Education Committee’s request to pre-load a navigation link button into all Etudes shells that will link to all student services offered by the College, including Smarthinking and Student Lingo **(C3-11 Link from Distance Education Coordinator)**.

Promotion of online tutoring was accomplished in a number of ways:

1. Prior to the fall 2013 semester, all faculty were notified via email of the availability of Smarthinking. Faculty received an email with the Smarthinking flyer attached, which they were encouraged to add to their course syllabi **(C3-12 Link to Sample Syllabus)**.
2. Online student notification via District issued email to every enrolled student **(C3-13 Student Flyer)**
3. Additionally, faculty was asked to consider making Smarthinking a mandatory activity in their courses **(C3-14 Sample Email, Flex Day Agenda, and Sample Activity)**.
4. During Fall 2013 Flex Day, Smarthinking was reintroduced to faculty, and they were invited to stop by the SSC to navigate the program before introducing it to their students **(C3-15 Invitation, Flex Day Agenda, Flyers, and Sample Email)**.
5. Email reminders were sent to faculty during the first week of the semester and then bi-weekly to remind them of the benefits of Smarthinking, most importantly

that students could access it 24 hours per day, 7 days per week (**C3-16 Samples of Emails, and Flyers**).

6. The Student Success Center staff spent many hours promoting online academic support services available at the College.
 - a. The first week of fall 2013 and spring 2014, staff promoted Smarthinking and Student Lingo by visiting classrooms. Students who utilized the SSC received flyers with log-on instructions and were offered assistance logging in and navigating the online resources (**C3-17 Student Flyer, Student Success Center, and Computer Instructions**).
 - b. During the second week of the semester, SSC staff set-up a table at a central location on campus to further advertise the benefits of Smarthinking and Student Lingo.
 - c. SSC brochures have been distributed across campus and SSC staff is mandated to attend all student events on campus to advertise these resources to students (**C3-18 Schedule of Student Success Center Activities**).
7. All computers in the SSC have a small notification attached informing students of the availability of Smarthinking and Student Lingo that includes log-in instructions (**C3-19 Screenshot of the Information on the Computers**).
 - a. The SSC has on display several poster-size advertisements of Smarthinking and Student Lingo (**C3-20 Sample of the Poster**).
8. Student clubs and organizations have been asked to place the SSC on their agendas in order to promote these resources (**C3-21 ASO Agenda**).

Smarthinking Usage

As of October 2013, usage of Smarthinking had increased by 362 students over the previous year. All programs and departments on campus will be continuously reminded and encouraged to utilize these services through personal visits, emails, and at committee meetings.

Student Lingo

Student Lingo is a series of interactive online workshops that focus on helping students achieve their academic, personal, and career goals. Student Lingo was purchased to maximize land-based and online students' access to learning support services 24 hours a day, seven days a week. The series of 26 online workshops provides ADA transcripts, printable resources, and action plans within the following four areas:

- personal management
- learning support
- reading and writing; and
- academic and career exploration.

Six of these workshops are provided in Spanish. As a supplemental tool, the Student Success Center provides instructor-led Student Lingo workshops as well. Students access these workshops online and instructors in the College's major Student Success Center also provide technical assistance to those students accessing Student Lingo.

On November 19, the Student Success Center director received an email with the subject line: Please help us share the secrets of your Student Lingo success. The College was congratulated on being a school that had the highest numbers of Student Lingo users in the last few months. The director was asked if she would be willing to share the secret of this success with other Student Lingo clients in order to help them increase their Student Lingo usage (**C3-22 Email to Sabrena Turner-Odom from Kristen Seldon**).

Student Lingo Survey Results

A survey was conducted during spring 2013 and fall 2013 to assess the effectiveness of the online program. A total of 45 students completed the survey. Student respondents overall level of satisfaction with the use of Student Lingo appears to be positive. Per the survey, 45.5 percent of respondents strongly agreed that it was easy to access and participate in the workshops, 39.5 percent agreed the activities made the workshops engaging and 46.5 percent strongly agreed the information presented in the workshop(s) helped improve their skills. Student respondents rated the workshops as Excellent to Above Average (32.6%). A total of 75 percent of student respondents agreed that Student Lingo was well advertised with 31 percent disclosing that they learned about it through the LASC website. The percentage of students who stated that they would use it in the future is 40.9, and 47.5 percent stated that they would recommend it to other students. Recommendations for future use of Student Lingo include having students practice and become familiar with the online tool at new Student Success workshops developed for the spring 2014 and promoting Student Lingo during new student orientation as a proactive approach to helping students become familiar with how to prepare to succeed in an academic setting.

Student Athletes

Los Angeles Southwest College provides supplemental academic support to its student athletes through tutoring and mentoring and the offering of various support services. Athletes began getting support from a designated Athletic Counselor beginning in fall 2012. This has continued in each subsequent semester.

Currently, the basketball teams require their athletes to participate in mandatory study sessions. In addition to the academic support athletes received through the Student Success Center, football players began attending other support services offered by the Shelter 37 Institute for Aspiring Leaders during the spring 2013 semester. LASC has partnered with Shelter 37 Institute for Aspiring Leaders, a non-profit organization that offers students a variety of academic and life skills. The Athletics department started working with Shelter 37 in the spring of 2013. The program integrated a values-based curriculum. A host of methodologies are used to reach students such as multimedia, social media, and group learning. Workshop sessions are 75 minutes each. Basketball players began to use these services in the month of October 2013 before their official start date for practices (**C3-23 Program Documentation and Brochure, Web Link, Information Flyer, Sign-in Sheets**).

The workshops that students attended were as follows:

- School Success
- Life Skills
- Personal Health and Wellness

The School Success workshops covered the following topics:

- Identifying your learning strengths and weakness and knowing how to use them
- Getting organized and staying organized
- Positive Student habits/skills
- Resisting impulses
- Staying focused
- Being resourceful and advocating for yourself
- College planning calendar
- Scholarship options

The stated purpose of the workshop sessions were as follows:

- To allow students to tap into their knowledge base and expand on it
- To debunk the myths associated with pop culture and fads about athletes and academic success
- To introduce or re-introduce students to a non-sterile/ non-lecture learning environment
- To engage students in active listening and learning processes through group learning

Workshop structure

The workshops are held at a neighboring off campus site near the College, and are facilitated by professionals from varying career fields and backgrounds. Students sign in for each workshop that they attend (**C3-24 Program Brochure**).

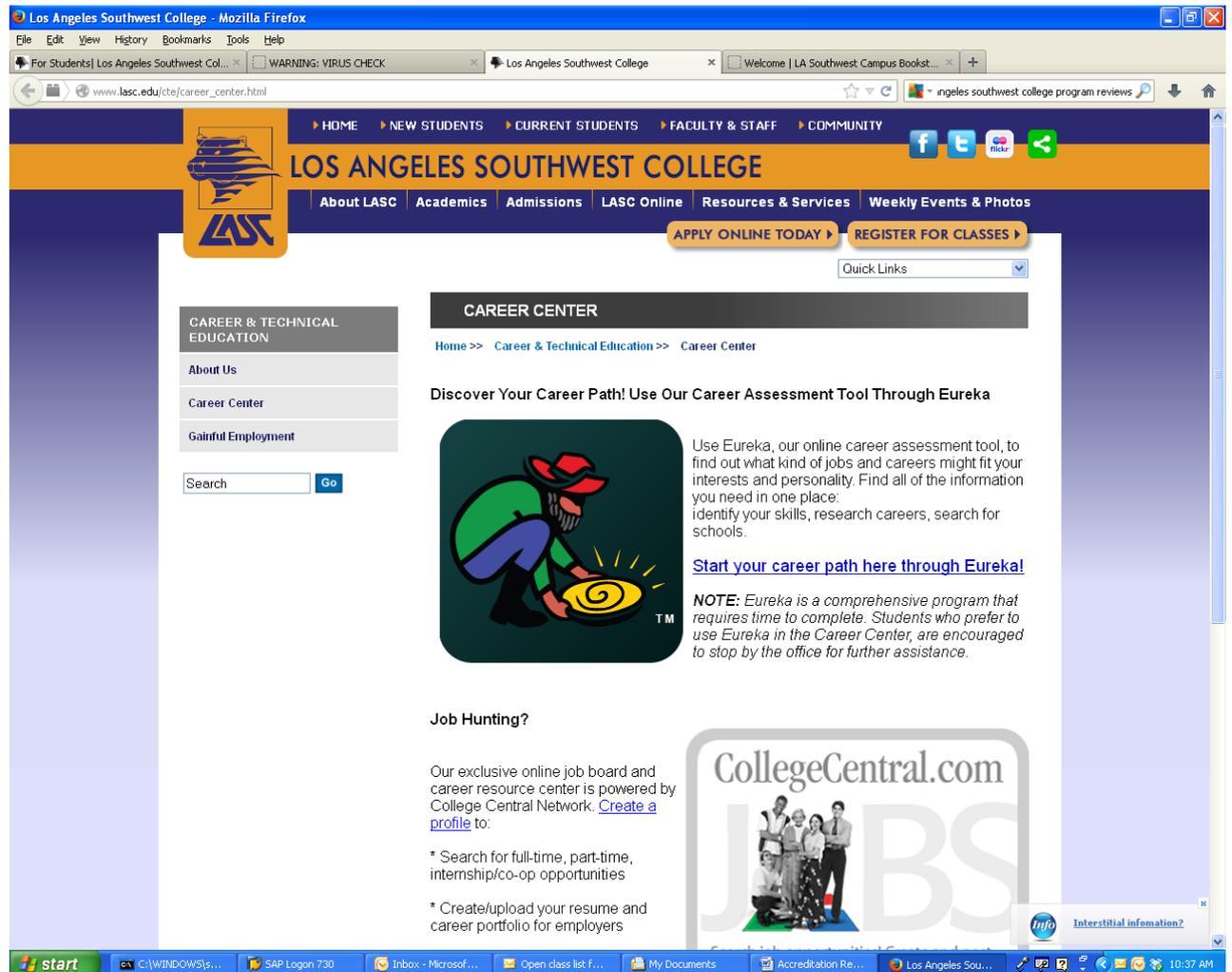
Students were offered an opportunity to receive additional services other than the academic workshops. The additional workshops that students attended are as follows:

- Life Skills
- Personal Health and Wellness

Counselor Assigned to Student Athletes

Los Angeles Southwest College hired a new Counselor, Mr. Ralph Davis, in the fall of 2012. A portion of the counselor's full-time assignment was devoted to athletics (0.2 assignment). From summer 2012 to fall 2013, Mr. Davis had 176 contacts with student athletes via appointment or walk-in counseling in the general counseling department. Mr. Davis also conducted group presentations with men's football and women's basketball. He met with men's football on October 15, 2013 and spoke to 76 players. He met with women's basketball on October 23, 2012 and spoke with ten players. His work with the athletes is ongoing (**C3-25 Sign-in Sheets**).

EUREKA Online Career Services



Los Angeles Southwest College’s Career Center currently uses EUREKA Career Self-Assessments to help students explore career options. In January 2014, the Career Center created an online account that will allow all students to access and complete an online career assessment and services remotely. Currently, land-based students are able to complete the career assessment in the Career Center. Online students will be able to access EUREKA.org which includes the following career information areas:

Dashboard is the homepage after logging in to EUREKA. The dashboard provides step-by-step instructions to make exploration of the system easy.

Self Assessments allow students to learn about their True Colors personality traits as it relates to career options including

- *Occ-U-Sort* – explores work preferences and aptitudes to find occupations and careers that may be of interest

- Microskills – students will learn how their transferable skills relate to jobs and careers.
- CAREERS allows students to search for detailed career and occupational information including
- Full Occupation with over 2,500 occupational titles with details on wages, duties, skills, etc
- Brief Occupation provides short description of Eureka occupations
- Job Search Guide provides tips, suggestions and valuable information about how to start a job search
- Military Occupations
- Occupations in Spanish

Education provides descriptions of college and other training programs and where they can find them, is used to find college majors, short-term training programs, colleges and universities, and scholarships and financial aid awards.

My Planner is a personal storage area for topics, schools and other information that may be of interest to the students.

Students will be able to access Eureka off-site with the following procedures:

The Eureka icon below was placed on the LASC Career Center website. This will allow students to click on the image to get directly to the LASC Eureka Account. Students will be prompted to provide their student ID number and name. They are then able to access the Eureka site that allows for the completion of career serves and online career assessment.

The Career Center will evaluate the usage of Eureka via the system's online questionnaire. There is an optional questionnaire whenever a user logs out of EUREKA. The Career Center is able to monitor the responses. The questionnaire tracks the user ID so it is possible we could pull the responses and match them to Southwest College users that have answered the questionnaire. Currently, it's not a straightforward process but we should be able to streamline it. The Career Center is also exploring another option to create its own survey and it would be linked to EUREKA.org. This would allow for instant access to user comments and suggestions.

Now that Eureka Online Career Assessment is set up online, the Career Center is planning a marketing campaign to inform students of this service. This includes a message on the front page of the LASC website, text message blast to all students, and flyers around campus.

Summary of Results Achieved to Date

1. Effective August 26, 2013, evening counseling hours have been expanded to Monday through Thursday until 7 p.m. to address student concerns regarding the availability of counselors in the evening;
2. E-SARS has been implemented and students are now able to schedule their own counseling appointments online;
3. The College has implemented comprehensive counseling resources accessible to online students such as Ask-A-Counselor, E-Advising, and Contact Your Counselor; The College conducted a follow up survey of Ask-A-Counselor in July 2013. In spring 2014, a survey was implemented to evaluate the E-Advising system. Subsequently, the College implemented an additional Counseling survey to assess Ask-A-Counselor, E-Advising, and E-SARS. Over 340 students responded to the survey conducted December 2013 through January 2014. The information gathered in this survey will be used to revise and improve Ask-A-Counselor, E-Advising, and E-SARS.
4. The Los Angeles Community College District is in the process of developing a degree audit system that will allow students to access and edit their Student Educational Plan online.
These plans will be certified by a Counselor. This is being developed as an element of the District's new Student Information System that is projected to be operational in January 2015.
5. The LASC homepage provides a detailed matriculation plan at http://www.lasc.edu/students/matriculation/matriculation_process.html. It includes the 8 Steps to Becoming a LA Southwest Student. The College signed a contract with Cynosure in January 2014 to develop a comprehensive online orientation system that will become a part of the matriculation process.
6. As of September 25, 2013, usage of Smarthinking has increased by 362 students since the beginning of the previous fall semester. EOPS has instituted Smarthinking and Student Lingo as a required activity for its participants.
7. Student Lingo was purchased to maximize land-based and online students' access to learning support services 24 hours a day, seven days a week. LASC has been asked to share its secrets for increasing student use after the company noticed a huge increase (362 students over the previous year) in usage.

Additional Plans

The survey results for Counseling, StudentLingo, and Smarthinking provided valuable information on areas of improvement. The biggest challenge is ensuring more students become aware of these on-line services. Thus, marketing will play a critical role in the follow up plans for these services. In response, the Counseling Department has worked closely with our Public Information Officer to create a visible link to on-line counseling services (Ask-A-Counselor, E-Advisement, and E-SARS) and created large poster size flyers

to place in key offices on campus before the start of the 2014 spring semester. Additionally, all faculty will receive flyers in their mail boxes describing these services before spring semester. We are asking faculty to mention these services in their classes and include in their course syllabi. The Student Success Center will take an active role in advertising Student Lingo and Smarthinking by conducting classroom presentations during the first few weeks of spring semester classes. The purpose of these presentations will be to describe these services and encourage students to use them. Moreover, the new student orientations will include this information.

To increase visibility and usage of on-line resources, Etudes has been updated with information related to on-line support services such as Ask-A-Counselor, E-Advising, E-SARS, and Smarthinking. This also includes an orientation to Etudes, on-line library resources and a link to the Student Success Center. Students enrolled in distance education will be able to access these resources from their Etude account (**C3-26 Etudes Snapshot with Links to On-line Student Services**).

The Career Center will assess its new Eureka on-line career assessment in March 2014 through an on-line survey to evaluate area for improvement and lastly, the College plans to submit a Developing Hispanic-Serving Institutions (DHSI) Program grant to help improve distance education and support services. The College will host a “visioning” session with distance education instructors, administration, and student service staff members to develop the key services, objectives, and evaluation methodology for this grant. This grant would help expand and enhance the program quality of distance education courses, enhance training related to distance education and further develop student on-line resources services.

List of Evidence for College Recommendation 3

- C3-1 Link to Surveys and Results
- C3-2 Evaluation Schedule for Ask-A-Counselor
- C3-3 Evaluation of AAC
- C3-4 AAC Survey Results
- C3-5 Counseling Department Survey
- C3-6 E-SARS Report
- C3-7 E-Advising Report
- C3-8 E-Advising Survey
- C3-9 Counseling Department Program Review
- C3-10 Evaluation of Smarthinking
- C3-11 Link from Distance Education Coordinator
- C3-12 Student Flyer
- C3-13 Sample Email, Flex Day Agenda, and Sample Activity
- C3-14 Invitation, Flex Day Agenda, Flyers, and Sample Email
- C3-15 Samples of Emails, and Flyers
- C3-16 Student Flyer, Student Success Center and Computer Instructions
- C3-17 Schedule of Student Success Center Activities
- C3-18 Screenshot of the Information on the Computers
- C3-19 Sample of the Poster
- C3-20 ASO Agenda
- C3-21 Link from Distance Education Coordinator
- C3-22 Email to Sabrena Turner-Odom from Kristen Seldon
- C3-23 Program Documentation and Brochure, Web Link, Information Flyer, Sign-in Sheets
- C3-24 Program Brochure

C3-25 Sign-in Sheets

C3-26 Etudes Snapshot with Links to On-Line Student Services

Recommendation 4: Library Services

In order to meet the Standard, the team recommends that the library regularly update its print and online collections in consultation with discipline faculty. (IIC.1.a). The team further recommends that, to meet the stated Institutional Student Learning Outcome in Information Competency, the College implement a cycle of instruction, assessment, and program improvement through the appropriate learning resource and instructional areas of the College (IIC.1.b). Finally, the team recommends that a sustainable funding source be identified for the acquisition and maintenance of learning resource materials. (IIC.1, IIC.2, IID.1.a)

Actions Taken to Resolve the Recommendation

Since the last Follow-Up Visit in March 2013, Los Angeles Southwest College has taken many steps to address Standard sections IIC.1.a and IIC.1.b. The following are new or continuing efforts to ensure that the College meets the library standards:

Library Collections

Thanks to the bond construction program, the College will open a \$38.8 million Library/Learning Assistance Center in fall 2014 which includes reading rooms, individual study carrels, group study rooms, library stacks, two smart classrooms with smart boards, two computer labs with 48 new computers in each for student use, librarian offices, and a workroom. The library will also provide Wi-Fi and open spaces for students who want to use their own devices or study (**C4-1 Monthly Bond Update, October 2013**).

As a result of the move, the College will be able to update its print collection through the purchase of thousands of electronic and print books and multimedia during the 2013-2014 fiscal year (**C4-2 LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library; C4-3 LASC Library 2013-2014 Acquisition Plan for Library Remodel**). Additionally, to assist in keeping the collection current, the College has committed to a sustainable library collection model to better ensure that its collection holdings remain current (**C4-4 LASC Library Collection Development Policy 2013**). Through a process of continuous assessment and collaboration with faculty, the library title selection process includes an annual review of:

1. The number of titles comprising the total library collection.
2. The number of permanent titles that remain relevant.
3. The number of titles incrementally added as a result of continuously updating the print and E-book collections.
4. The number of titles adopted that were suggested in departmental program reviews.
5. The number of weeded book titles from the annual faculty review of obsolete materials (Note: The Library completed a major de-selection project in 2011-2012,

eliminating 17,000 titles from the collection. The next review of materials will take place after the move into the remodeled library).

Several faculty members provide the library with copies of their textbooks, which are held at the reserves desk for in-library student use. In order to help students who struggle with the high cost of textbooks, the librarians have also committed to collaborating with the Bookstore to expand the textbook reserves collection with high-demand titles (**C4-3 LASC Library 2013-2014 Acquisition Plan for Library Remodel; C4-4 LASC Library Collection Development Policy 2013**). Because the Bookstore orders textbooks for each class, the library will send orders annually for textbooks.

Assessment and Analysis of Achievements to Date

As noted in the April 2013 Follow-Up Visiting Team Report, the College has met the recommendation that it regularly update its print and online collection in consultation with discipline faculty and that it identify a sustainable funding source. Not only has the College systemically integrated the updating of its print and online collection into its planning process and evaluation procedures, but it has also continued to fund the library with a minimum of \$50,000 per year as part of its five-year budget plan.

During fall 2013, the Library Advisory Committee reviewed the current materials selection process and found the selection workflow overly cumbersome. Minor revisions were made to the procedure to increase efficiency and communication flow. Going forward, the following steps will be taken to ensure optimal faculty and librarian collaboration in the selection process:

1. At the beginning of the fall semester, the librarian liaisons send out communiques to all department chairs and faculty for acquisition recommendations. Concurrently, librarians will generate discipline lists for faculty review, using standard library collection development tools and practices. Throughout the latter part of September and early October, librarians follow up with faculty through department presentations, individual emails and telephone calls to elicit information about topical and subject areas, as well as individual titles that need to be added to the collection.
2. No later than the fourth week in October, Acquisitions librarians finalize the lists of titles based on faculty input and librarians' materials selection process and include cost information.
3. These lists are then reviewed by the Library Advisory Committee, department chairs, and discipline faculty to ensure consistent application of the Collection Development Policy guideline.

4. The list-review process must be completed no later than mid-November. Finalized lists are forwarded to the area dean for final review and approval.
5. No later than December 1st of each fall semester, the dean sends cost information for approved materials to the Budget Committee chairs for inclusion into the annual budget (**C4-5 Library Advisory Committee Meeting Minutes**).

Information Competency

Librarians continue to maintain a regular cycle of instruction, assessment and program improvement relative to the Library Science courses and the information competency instruction orientations to meet the stated Institutional Student Learning Outcome (ISLO) in Information Competency. The Library's multi-faceted Information Competency approach consists of library science credit course offerings, departmental and program collaborations with the English Department and the First Year Experience (FYE) program, and Information Competency instruction orientations (**C4-6 LASC Information Competency Report**). Specifically, the College and the Library are engaged in the following Information Competency activities:

- Library Science Courses: A minimum of two library science credit courses offered each year.
- Librarian Liaison Model: The library instituted a librarian liaison model in fall 2012 to increase collaboration between librarians and discipline faculty relative to collection development and maintenance and library instruction activities (**C4-7 Librarian Liaison Program**).
- English Department / FYE Collaborations: A majority of students at the College take either a mathematics or English course, facilitating targeted instruction to many students. In spring 2014, the English Department will partner with the library to offer four sections of English 101 and Library Science 101, one of which will be a learning community with the First Year Experience program. English faculty and librarians teaching those sections will collaborate on curriculum and instructional activities so that the Library Science course complements the English course (**C4-8 Schedule of Classes, Spring 2014**).
- Faculty who require their students to conduct library research request that librarians teach one-time library research skills orientations. This occurs throughout the year. The Librarian Liaison model has significantly increased the interactions and collaborations between librarians and discipline faculty as demonstrated by the increase in library research skills orientations (**C4-9 Library Instruction Statistics, Fall 2012, Spring 2013, Fall 2013**).
- Information Competency skills are incorporated into the student learning outcomes (SLOs) for English 101, 102, 103, 211, 215, and 234 courses. (**C4-10 English Department SLO Addenda and Rubrics**). On average, over 900 students enroll in

English courses each primary term. Fall semester 2013, English faculty assessed English 101 and 103 using rubrics (**C4-11 English 101, 103 SLO Assessment Results**). Based on feedback received from the department chair, librarians will continue to emphasize citing and documenting sources.

Assessment

Students in the Library Science courses and the Information Competency instruction orientations are assessed using a pre-test and post-test that align with program learning objectives (PLOs) and the College ISLO. In addition, the Library, in conjunction with the Office of Institutional Effectiveness, administered an assessment to measure the information competency skills of LASC students. Students in English 21 and 28 courses completed the assessment in fall 2013 (**C4-12 LASC Information Competency Assessment Instrument**). The majority of students at the College continue to test into basic math and English courses. Thus, this representative sample formed a baseline assessment from which instructional improvement activities could also be planned. English Department faculty also teach and assess the PLO dealing with avoiding plagiarism through correct citing and documenting of sources using the MLA citation style (**C4-11 English 101, 103 SLO Assessment Results**).

Analysis of Results Achieved to Date

Librarians have engaged in instructional activities, collected data, and analyzed it to determine program improvements for the information competency program.

Credit Courses: Library Science 102 was taught spring 2013 and Library Science 101 was taught in fall 2013. Students completed a pre-test and post-test. Analysis of the data revealed that students had problems constructing an effective search strategy and needed more practice with correctly citing sources using the MLA citation style. As a result of this data analysis, when these courses are taught in the upcoming semesters, librarians will incorporate more scaffolding techniques and active learning group in-class exercises to help students retain concepts; more attention will be given to helping students construct an effective search statement using the Boolean operator “AND;” and classroom assessment techniques (CATs) will be employed to gain formative feedback on student comprehension either at the time of instruction or shortly thereafter.

Library Information Competency Instruction Orientations: The Librarian Liaison model has significantly increased the interactions and collaborations between librarians and discipline faculty as demonstrated in this data (**C4-6 LASC Information Competency Report; C4-9 Library Instruction Statistics-Fall 2012, Spring 2013, Fall 2013**):

- Fall 2012: 16 orientations; 694 students reached
- Spring 2013: 16 orientations; 607 students reached
- Fall 2013: 35 orientations; 926 students reached

The information competency instruction orientations have proven to be effective for helping students attain and hone information competency skills. Thus, librarians will continue to proactively engage discipline faculty concerning the benefits of these orientations for students.

Pre-Tests and Post-Tests (C4-13 Library Pre-Test and Post-Test forms; C4-14 Library Pre-Test and Post-Test Results). Of the 35 information competency instruction orientations taught, 20 courses were given pre-test/post-test assessments. Librarians explored different options with the timing between administering the pre- and post-tests to determine if that variable had an impact on students' retention of information competency skills taught. Review of the data on the timing of pre- and post-test administration revealed only marginal differences in scores.

On average, there was 13 percent improvement in students' scores between the pre- and post-tests. Of the 20 course sections, six demonstrated increases between 4 and 8 percent; seven between 9 and 15 percent improvement; and seven between 16 and 30 percent improvement.

The benchmark goal has been 70 percent proficiency. Pre-test scores revealed that students in only two sections reached or exceeded the benchmark goal of 70 percent. Conversely, in the post-test, in 15 courses students scored 70 percent or higher on the test, resulting in a 650 percent increase in correct responses. Librarians are consistently teaching the core information competencies and students are demonstrating good understanding of them when assessed immediately after an instructional experience. As a result of this data analysis, librarians will continue teaching the PLOs in support of the ISLO. They will approach discipline faculty with the idea of including the five post-test questions on students' final examinations to examine whether students have retained knowledge learned in the research skills orientations. Also, they will create two authentic, performance-based, exercises to test students' knowledge of citing and documenting sources (**C4-6 LASC Information Competency Report**).

Information Competency Assessment. The Information Competency Assessment was administered to a sample of students enrolled in English 21 and English 28 courses in order to establish a baseline for instructional planning. Many LASC students test into either basic math or English; data from these English courses provided a viable representative sample from which to measure students' strengths and gaps in knowledge. One hundred sixteen students in sections of English 21 and 28 completed the Information Competency Assessment. The assessment instrument contained fifteen questions – three questions to measure each PLO. The data produced the following average percentages for each PLO:

- PLO 1: identification of information types – 50%
- PLO 2: identification of information formats – 58%
- PLO 3: effective search strategy – 37%

- PLO 4: evaluating information – 61%
- PLO 5: avoiding plagiarism – 85%

Analysis of the data revealed that students reached the benchmark goal of 70 percent in PLO 5 only. Also, students had difficulties developing an effective search strategy to locate books and articles. This was observed in data analyzed in the Library Science 101 and 102 courses as well. With respect to the other three PLOs, while there is work to do, the percentages show student growth towards understanding the concepts in those areas. In discussions among the librarians, the area dean, and the English Department Chair, they were perplexed by the high percentage of correct answers regarding plagiarism; challenges with plagiarism abound in most courses that require essays or research papers. Upon further review, it was deduced that generally students understand what plagiarism is but still need more skill in paraphrasing, summarizing, quoting, and documenting sources to avoid the practice. As a result of the analysis, librarians will focus more effort on helping students to develop effective search strategies and will collaborate with discipline faculty to improve the issues related to students plagiarizing. By the end of this academic year, they will create two authentic, performance-based, exercises and assessments to help improve students' knowledge of citing (e.g. quoting and paraphrasing) and documenting sources (**C4-6 Information Competency Report; C4-15 LASC Information Competency Assessment Results**).

English Department 101 and 103 SLO Assessment Results. In fall 2013, the English Department assessed SLOs for their 101 and 103 level courses, both of which contained elements of information competency. English 101's SLO 3 states: "The student will, avoiding plagiarism, use research methods and tools in academic coursework." This SLO was assessed in spring and summer 2013 and was combined with two other SLOs because all dealt with analyzing and evaluating texts along with writing college level essays. Applying a rubric resulted in 57 percent of students scoring as highly proficient; 27 percent proficient; 12 percent marginally proficient; and 4 percent not proficient. Eighty-four percent were either highly proficient or proficient.

English 103's SLO 3 states: "Write a 2000 word researched essay, integrating sources effectively and using correct MLA style including in-text document and Work Cited Page." Again, applying a rubric resulted in 45 percent of students scoring as highly proficient; 35 percent as proficient; 13 percent as marginally proficient; and 7 percent as not proficient. Eighty percent of students scored as being either highly proficient or proficient.

In both courses students met the library's benchmark of 70 percent proficiency. As a result of the analysis of SLO results, the English Department faculty identified the linked English 101 and Library Science 101 courses scheduled for spring 2014 as an effective improvement strategy for those SLOs (**C4-11 English 101, 103 SLO Assessment Results**).

Additional Plans

In spring semester 2014, the First Year Experience (FYE) program and the English Department will offer Library Science 101 and English 101. English faculty and librarians teaching those sections will collaborate on curriculum and instructional activities so that the Library Science course complements the English course (**C4-8 Schedule of Classes, Spring 2014**).

At the end of 2013-2014, the Library Advisory Committee will evaluate the components of the Information Competency Program to ensure that these processes are meeting the needs of the LASC community. In the next academic year, the Committee will review the revised collection selection process for effectiveness.

List of Evidence for College Recommendation 4

- C4-1 Monthly Bond Update, October 2013
- C4-2 LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library
- C4-3 LASC Library 2013-2014 Acquisition Plan for Library Remodel
- C4-4 LASC Library Collection Development Policy 2013
- C4-5 Library Advisory Committee Meeting Minutes
- C4-6 LASC Information Competency Report
- C4-7 Librarian Liaison Program
- C4-8 Schedule of Classes, Spring 2014
- C4-9 Library Instruction Statistics, Fall 2012, Spring 2013, Fall 2013
- C4-10 English Department SLO Addenda and rubrics
- C4-11 English 101, 103 SLO Assessment Results
- C4-12 LASC Information Competency Assessment Instrument
- C4-13 Library Pre-Test and Post-Test forms
- C4-14 Library Pre-Test and Post-Test Results
- C4-15 LASC Information Competency Assessment Results

Recommendation 5: Professional Development and Faculty Evaluations

In order to meet the Standard, the team recommends the College reviews all aspects of professional development, including key elements of peer review, self-reflection, and continuous review of appropriate pedagogy for the student population. In particular, the completion of faculty evaluations systematically and at stated intervals; engagement in dialogue addressing staff and faculty professional development on various teaching pedagogies and strategies to meet the diverse learning styles of its diverse student population. (IIIA.1.b)

Actions Taken to Resolve the Recommendation

The College has devoted attention and resources to making sure that faculty evaluations are done in a timely manner to ensure the integrity and usefulness of the evaluation process and that meaningful faculty and staff development takes place on an ongoing basis.

Faculty Evaluations

Beginning in 2011, a new process was developed to ensure that all fulltime and part-time faculty evaluations are completed in a timely manner. The process for ensuring a proper and timely evaluation process is as follows.

1. The Office of Academic Affairs maintains and monitors a database containing the names, employment status (fulltime, probationary, department chair, or part-time), type of evaluation (basic or comprehensive), last evaluation date, due dates for all fulltime, probationary, and part-time faculty evaluations that tracks their completion (**C5-1 Full-time and Adjunct Faculty Evaluation Schedule**).
2. At the beginning of each major term, the Office of Academic Affairs notifies each department chair and the respective department dean of the evaluations that need to be completed during the term in accordance with the Collective Bargaining Agreement between the LACCD and AFT Faculty Guild Local 1521 (**C5-2 Collective Bargaining Agreement on Faculty Evaluations**).
3. The chairs review the scheduled evaluations; for basic evaluations, they conduct the evaluation or designate a vice chair or colleague from the department to conduct the evaluation.
4. For comprehensive and probationary evaluations, the department chairs coordinate the evaluation process with the area dean.

By the conclusion of the spring 2013 semester, adjunct evaluations were 100% complete. In addition, all evaluations of contract and probationary faculty were current (**See C5-1 Full-time and Adjunct Faculty Evaluation Schedule**).

The evaluation process continued through the fall 2013 semester. Department chairs and the associated deans were notified of the evaluation assignments in their areas and proceeded to complete

the evaluations. As of December 2013, all evaluations for fulltime, probationary, and adjunct faculty scheduled for fall 2013 were completed (**See C5-1 Full time and Adjunct Faculty Evaluation Schedule**).

At the beginning of the spring 2014 semester, notifications were again sent out to department chairs and deans according to established procedure (**C5-3: Email to Department Chairs**). Evaluations of fulltime and adjunct faculty that are due in spring 2014 will be completed by May 1, 2014.

Professional Development

In fall 2013, the Staff Development Committee merged with the Travel and Tuition Reimbursement Committee to become the LASC Professional Growth Committee (**C5-4: September 17, 2013 Professional Growth Committee minutes**). This brought the previously separate faculty and staff professional development committees together under the same umbrella. The purpose of this change was to ensure that there is a holistic, coordinated program of professional development for all LASC employees. For example, the committee developed the agenda for the spring 2014 Flex day to have a single, overarching theme. However, the day also had breakout sessions under that theme that were designed to target the specific professional development needs of both faculty and staff (**C5-5: Spring 2014 Flex Day Agenda**).

The college also engages in regular evaluation of all aspects of its professional development program. Surveys were distributed to all attendees of the spring 2013 Flex Day to determine which topics faculty and staff are interested in learning more about. The surveys were completed by 95 attendees and indicated that a large percentage of respondents were interested in learning more about how to handle student misconduct and how to use technology in the classroom (**C5-6: 2013 Spring Flex Day Survey Results**). These results were reviewed by the Professional Growth Committee in Spring 2013 (**C5-7: March 19, 2013 Professional Growth Committee minutes**), and then used to develop the Fall 2013 Flex Day program, which included breakout sessions on both handling student misconduct and using SMART classroom technology (**C5-8: Fall 2013 Flex Day Agenda**).

The primary emphasis of the entire LASC professional development program has been to promote innovative pedagogies to improve student success in our diverse student population. A number of activities have occurred over the past year to ensure that this occurs:

- 1. Spring 2013 Community Tour** - On February 1, 2013, a group of faculty, staff, and administrators took a tour of the LASC service area. The group visited a number of locations, including community centers and schools, and spent time talking with personnel at those locations. The tour gave participants a better sense of the community we serve, and a deeper understanding of our student population and the barriers they bring to the classroom. After the tour, a debriefing session was held over lunch at a local restaurant. At this session, participants discussed the challenges facing our diverse student population, as well as pedagogical approaches to improve student outcomes (**C5-9: Community Tour Sign-in sheet**).
- 2. Spring 2013 Brownbag Series** - In March and April of 2013, Dr. Joe Cuseo gave a series of workshops on creating a culture of student success. Dr. Cuseo is a Professor Emeritus at

Marymount College. He has authored a number of articles on pedagogy and has been voted faculty member of the year at his college 14 times. His workshops at LASC focused on creating an inclusive and engaging pedagogy in order to improve outcomes among our diverse student population. In addition to the activities during the workshop, he provided faculty members with over 50 pages of resources to further improve their pedagogy after the workshops ended (**C5-10: Brownbag Series Handouts**). These resources included specific teaching strategies and examples for engaging students from many different backgrounds. These workshops were attended by **XX number** of faculty and staff (**C5-11: Brownbag Series sign-in sheets**).

3. **Spring 2013 Campus Reader Program** - A campus reader was used to broach the topic of equity and student success and start a dialogue about what the College needed to do to have a larger impact on student success. The book *Them* was used as this vehicle. Through the characters and storyline of the book, a campus dialogue began about race, class, ethnicity, and privilege and how as a college and professionals we play a positive or detrimental role in the lives of our students. This activity took place from March to April 2013 (**C5-12: Campus reader sign-in sheets, C5-13: Campus reader discussion questions**).
4. **Spring 2013 Achieving the Dream Faculty Academy** – 8 faculty members participated in the LASC Faculty Academy in 2013 (**C5-14: Faculty Academy participation sheet**). These faculty members attended The Teaching Professor Conference in New Orleans from May 31 to June 2, 2013 (**C5-15: Teaching Professor Conference attendance**). This is an annual conference that is specifically dedicated to excellence in pedagogy. LASC faculty attended workshops on innovative pedagogies that are specifically designed to reach a diverse student population. Further, they learned about new ways to engage students in classroom discussions and activities, and how to effectively incorporate emerging technologies into their classrooms. (**C5-16: Teaching Professor Conference Program**).
5. **Summer 2013 Freshman Year Experience (FYE) Faculty Training**- In summer 2013, five faculty members volunteered to teach FYE summer bridge courses. On June 6, 2013, these faculty members received a full day of training on incorporating collaborative learning strategies and the “ARCS Model of Instructional Design” into their FYE courses. Among other things, this model promotes the use of culturally relevant pedagogies in the classroom. Each faculty member was also given a copy of the book “Student Engagement Techniques” by Elizabeth F. Barkley, and “a toolkit” which included a number of current research articles on pedagogy. (**C5-17: FYE training agenda and handouts**).
6. **Summer 2013 Passage Program Faculty Training**- The LASC Passage Program was through the Achieving the Dream Initiative, and is designed to increase the success of male students. Students in this program take classes in learning communities and receive both counseling and mentoring. Faculty who teach learning community classes are required to attend professional development training each semester. In preparation for the Fall 2013

- semester, six faculty members and three counselors completed training on August 20, 2013 (**C5-18: Passage faculty training attendance**). This training consisted of an instructor reflection, a learning community overview session, an instructor breakout session, a supplemental instruction overview, and presentation on student engagement by guest speaker, Damon Givehand (**C5-19: Passage faculty training agenda**). Mr. Givehand is an expert in improving student engagement and motivation in developmental math courses. Instructors left with tangible strategies and tools to enhance their classroom environment. After the training, instructors completed evaluations. In these evaluations, all participants rated the training as “good” or “excellent”, and they indicated that they gained new insights as a result of the training. (**C5-20: Passage faculty training evaluation**)
7. **Fall 2013 Kresge Foundation Men of Color Institute-** On November 3-5, 2013, five faculty members and administrators attended the Kresge Foundation’s Men of Color in Community Colleges Institute (**C5-21: Kresge Men of Color website screenshot**). The purpose of the annual institute was to further the work being done at LASC to improve outcomes for Latino and African American males. Prior to attending the conference, the attendees examined an extensive amount of data on LASC student engagement and student success (**C5-22: Men of Color Institute Cohort Data Review**). This data was disaggregated by ethnicity and sex, and illustrated the gaps between different demographic groups on campus. While at the Institute, attendees participated in intensive workshops with renowned faculty and researchers to develop strategies to address these gaps. At the end of the Institute, the attendees had developed an action plan to improve outcomes among LASC men of color (**C5-23: Men of Color Institute Short Term Action Plan**)
 8. **Fall 2013 and Spring 2014 Magna 20-Minute Mentor Commons** – In Fall 2013, LASC purchased campus-wide access to the “Magna 20 Minute Mentor Commons” website. This site provides on-demand 20-minute presentations on a variety of pedagogical topics. The presentations are given by experts in the field and are designed to provide practical information in a concentrated format that can fit into busy faculty schedules. Faculty members have unlimited access to a library of presentations that include titles such as, “How Can I Effectively Teach Unprepared Students?”, “How Do I Create a Climate for Learning in My Classroom?”, and “How Can I Get Students to Take Responsibility for Their Own Learning?” (**C5-24: Magna 20-Minute Mentor Commons Screenshot**). Access to this website was purchased in fall 2013, and piloted by a small group of faculty. It was then presented to all faculty and staff on February 6, 2014 at spring 2014 Flex Day (**C5-5: Spring 2014 Flex Day Agenda**). Usage statistics and faculty evaluation of the site’s usefulness will be assessed throughout the spring 2014 semester.
 9. **Spring 2014 LACCD Faculty Teaching and Learning Academy (FTLA)** – The Los Angeles Community College District provides a Faculty Teaching and Learning Academy to a select number of full-time faculty from across the district. This Academy is an intensive 5-month program that teaches faculty members a number of pedagogical strategies for improving student engagement and student success. It also encourages faculty to create communities of practice with the other members of their Academy cohort (**C5-25: LACCD**
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FTLA 2014 FAQ). Faculty are selected into the FTLA through a competitive application process. In 2014, five LASC faculty from different academic disciplines were selected to participate. Although LASC has the fewest number of full-time faculty in the district, LASC had the second-highest number of full-time faculty who participated in the 2014 FTLA (**C5-26: FTLA 2014 Participant list**).

10. Spring 2014 Great Teacher’s Seminar – All full-time and adjunct faculty were invited to attend a two-day Great Teacher’s seminar on March 7th, 2014 and April 4th, 2014. **XX** number of faculty attended the seminar and they:

- Learned pedagogies appropriate for the LASC student population.
- Identified and shared specific successful teaching techniques.
- Identified and analyzed instructional problems and developed creative approaches to solve them.
- Networked with and learned from faculty members from different disciplines
- Learned to look beyond their own discipline for resources and ideas and to focus on the universals of teaching.
- Reviewed and contemplated attitudes, methods and behaviors of teachers.
- Celebrated good teaching

(C5-27: Great Teachers Seminar Agenda, C5-28: Great Teachers Seminar sign-in sheets).

The professional development activities described above were primarily targeted at improving pedagogy among faculty members. However, a number of professional development activities were also put in place for classified staff to improve their job skills and abilities, and to improve their interactions with students. A survey was conducted in Fall 2013 to ascertain which topics would be of interest to classified staff. Approximately 90% of respondents indicated that they were interested in receiving training in Microsoft Office software (i.e. Excel, Access, and/or Word). In addition, 96% of respondents indicated that they were interested in receiving training that focused on respect and professionalism (**C5-29: Fall 2013 classified workshop survey results**). These results were used to plan and/or improve the following professional development opportunities:

- 1. 2013-2014 Microsoft Office Specialist Training** – Throughout the summer and fall of 2013, LASC purchased vouchers for employees to take Microsoft Office Specialist (MOS) certification exams. Employees were provided with computer stations in three different campus locations to complete MOS practice sessions and practice tests. MOS tests were then proctored by campus I.T. personnel in July, September, and October of 2013 (**C5-30: I.T. Manager October 3, 2013 email**). Employees practiced on seven computers in three different areas, spread out throughout the campus to make it easy on employees. Seventeen (17) took the exams over this period, with three employees testing twice. (**C5-31: MOS usage statistics**).
- 2. Fall 2013 Note-Taking Workshop for Committee Minute-Takers** - On December 10, 2013 nine classified staff members that take minutes in committee meetings attended a professional development workshop to improve their note taking (**C5-32: December 10, 2013 Note-Taking Workshop sign-in sheet**). The purpose of the workshop was to

ensure that meeting minutes are accurate, consistent and that they highlight action items (**C5-33: December 10, 2013 Note-Taking Workshop PowerPoint Presentation**).

- 3. Spring 2014 Customer Service Training** – In response to the survey results that indicated that 96% of respondents were interested in receiving training on respect and professionalism, LASC contracted with the Bryant Group to provide customer service training for classified staff (**C5-34: Bryant Group Proposal**). The Bryant Group has provided customer service training and rapport-building techniques to a number of Fortune 500 companies, professional sports teams, as well as many 2- and 4-year colleges. Two 3-hour training sessions were held on March 6, 2014, and all classified staff were encouraged to attend (**C5-35: Customer Service Training sign-in sheets**). The sessions included interactive exercises, practical examples, and they provided staff members with a number of techniques to improve their customer service. To assess the effectiveness of the training, point-of-service surveys are currently being administered in all student service offices (**C5-36: Spring 2014 Student Service Point of Service Survey**).

Finally, in order to ensure that future professional development opportunities are ongoing, available for all campus employees, and regularly evaluated, a new LASC Professional Development Plan was revised and approved (**C5-37: 2014-2017 LASC Professional Development Plan**). Initial discussions about revising the plan began in the Professional Growth Committee in the Spring 2013 semester (**C5-38: February 19, 2013 Professional Growth Committee minutes**). This work continued through the Fall 2013 semester, and a new 3-year plan was approved early in Spring 2014 (**C5-39: February 18, 2014 Professional Growth Committee minutes, C5-40: February 25, 2014 Academic Senate minutes, C5-41: March 3, 2014 College Council minutes**).

Analysis of Results Achieved to Date

- 1. Faculty and staff evaluations** – LASC has developed a well-defined process and tracking system for ensuring that all faculty, administrative, and classified evaluations are completed systematically and at stated intervals. Over the last two semesters, this process has resulted in 100% completion of faculty evaluations.
- 2. Professional Development** – LASC has an ongoing professional development program that is focused on pedagogical strategies to meet the needs of the College's diverse population of students. Over the last year, the college held a number of professional development activities for both faculty and staff. Further, the college has a revised 3-year plan that will guide and evaluate future professional development opportunities at LASC.

Additional Plans

To ensure a continuous review of appropriate pedagogy for its diverse student population, LASC will encourage all newly hired faculty to attend the ATD Faculty Academy. This will ensure that from the day of their hire, all new faculty will be well-versed in appropriate pedagogy for our diverse student population. The campus will also continue to encourage faculty to participate in future LACCD Faculty Teaching and Learning Academies. In addition, LASC is developing plans to partner with another local community college to develop a 3-year developmental math plan. This plan will be

based on work performed by researchers at San Diego State University, as well as math faculty at other community colleges in California. The focus of this plan will be to use established research to improve pedagogy in basic-skills math courses.

List of Evidence for College Recommendation 5:

- C5-1 Full-time and Adjunct Faculty Evaluation Schedule
- C5-2 Collective Bargaining Agreement on Faculty Evaluations
- C5-3 Email to Department Chairs
- C5-4 September 17, 2013 Professional Growth Committee minutes
- C5-5 Spring 2014 Flex Day Agenda
- C5-6 2013 Spring Flex Day Survey Results
- C5-7 March 19, 2013 Professional Growth Committee minutes
- C5-8 Fall 2013 Flex Day Agenda
- C5-9 Community Tour Sign-in sheet
- C5-10 Brownbag Series Handouts
- C5-11 Brownbag Series sign-in sheets
- C5-12 Campus reader sign-in sheets
- C5-13 Campus reader discussion questions
- C5-14 Faculty Academy participation sheet
- C5-15 Teaching Professor Conference attendance
- C5-16 Teaching Professor Conference Program
- C5-17 FYE training agenda and handouts
- C5-18 Passage faculty training attendance
- C5-19 Passage faculty training agenda
- C5-20 Passage faculty training evaluation
- C5-21 Kresge Men of Color website screenshot
- C5-22 Men of Color Institute Cohort Data Review
- C5-23 Men of Color Institute Short Term Action Plan

- C5-24 Magna 20-Minute Mentor Commons Screenshot
- C5-25 LACCD FTLA 2014 FAQ
- C5-26 FTLA 2014 Participant list
- C5-27 Great Teachers Seminar Agenda
- C5-28 Great Teachers Seminar sign-in sheets
- C5-29 Fall 2013 classified workshop survey results
- C5-30 I.T. Manager October 3, 2013 email
- C5-31 MOS usage statistics
- C5-32 December 10, 2013 Note-Taking Workshop sign-in sheet
- C5-33 December 10, 2013 Note-Taking Workshop PowerPoint Presentation
- C5-34 Bryant Group Proposal
- C5-35 Customer Service Training sign-in sheets
- C5-36 Spring 2014 Student Service Point of Service Survey
- C5-37 2014-2017 LASC Professional Development Plan
- C5-38 February 19, 2013 Professional Growth Committee minutes
- C5-39 February 18, 2014 Professional Growth Committee minutes
- C5-40 February 25, 2014 Academic Senate minutes
- C5-41 March 3, 2014 College Council minutes

Recommendation 6: Documentation of Actions and Recommendations

In order to meet the Standard, the team recommends the College fully utilize the established consultative committee structure by documenting actions and recommendations in agendas, minutes, and other official tools to ensure that dialogues and decisions affecting the College are communicated widely and clearly across campus constituencies. (IVA.3)

Actions Taken to Resolve the Recommendation

The College has an established consultative committee structure. All committees within this structure have a common format for reporting and documenting actions in agendas, minutes and summary notes (**C6-1 Committee Minutes Common Format**). This format, which has been used consistently since July 1, 2012, allows for the recording of fundamental discussion points, dialogue and decisions in a uniform manner across all committees. A template for this common format can be accessed from the College Committees webpage, which has a direct link on the LASC Homepage. Thus, consistently formatted committee documents can be easily accessed at any time by both the internal and external campus communities (**C6-2 LASC Homepage and Committees Page**).

Each College committee has a note taker. The note taker captures the meeting dialogue and works with the co-chairs to ensure that meeting documents are clear, accurate and are regularly posted on the committee's website. On December 10, 2013 all shared governance committee meeting note takers attended a professional development workshop to improve their note taking. The purpose of the workshop was to ensure that meeting minutes are accurate, consistent and that they highlight action items (**C6-3 December 10, 2013 Note-Taking Workshop PowerPoint Presentation**). Draft meeting minutes are posted on each committee's website by the Office of Institutional Effectiveness within one week of each committee meeting (**C6-4 Strategic Planning Committee Website, Agendas and Minutes Page**). Co-chairs then follow up on any actions that were taken during the meeting. At the committee's next meeting, these actions are checked for accuracy, approved by committee members, and reported in meeting minutes. Within one week after this approval, the final meeting minutes are posted on the committee's website by the Office of Institutional Effectiveness in place of the previously posted draft minutes (**C6-4 Strategic Planning Committee Website, Agendas and Minutes Page**). This process ensures that all campus constituencies have regular, up-to-date access to committee dialogues and decisions.

To publicize the decisions made in committee meetings, the Public Information Officer sends out regular notices to all college employees that summarize action items from committee meetings. These notices include links to updated minutes on committee websites, as well as meeting highlights from the meeting minutes (**C6-5 Public Information Officer Committee Update Email 10-24-2013**).

As a further check on this system of communication, a liaison model was developed by the Strategic Planning Committee in the fall 2013 semester (**C6-6 October 3, 2013 Strategic Planning Committee minutes**). Under this model, each member of the Strategic Planning Committee regularly attends the meetings of at least one committee that reports to the Strategic Planning Committee. During each Strategic Planning Committee meeting, each “liaison” provides the committee with an update on the major items that occurred in the meeting(s) they attended. In addition, liaisons report on meeting attendance so that, if necessary, the Strategic Planning Committee can act to improve attendance at specific committees. It should also be noted that the SPC is composed of a wide variety of representatives from all campus constituencies (**C6-7 2013-2014 Strategic Planning Committee Membership**). Thus, after each Strategic Planning Committee meeting, committee members have a comprehensive view of all college committee actions, recommendations, and attendance that they can communicate directly to all campus constituencies.

To evaluate the effectiveness of college committees, each committee is required to submit a written operating agreement and self-evaluation of their work to the Strategic Planning Committee, College Council, and College President at the end of the academic year (**C6-8 LASC Committee Operating Agreement Form; C6-9: LASC Committee Evaluation Form**). This self-evaluation includes the committee’s action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.

Through the processes described above, LASC has multiple official mechanisms in place to ensure that dialogues and decisions affecting the college are communicated widely and clearly across all campus constituencies.

These actions have resulted in widespread dialogue about issues discussed in college committees. One recent example has to do with a series of budget recommendations that were initially discussed at the November 5th meeting of the Budget Committee (**C6-10 November 5, 2013 Budget Committee Minutes**). In order to communicate these recommendations widely across campus, they were presented at the November 12, 2013 Academic Senate meeting (**C6-11 November 12, 2013 Academic Senate Minutes**). Next, all faculty, staff, and students were invited to hear and discuss the recommendations at a budget forum on November 19, 2013 (**C6-12 President’s Email to Campus About Budget Forum 11-8-2013**). After this forum, a link to an online survey was emailed to all campus employees, and was also placed on the LASC website (**C6-13 President’s Email to Campus with Link to Budget Survey 11-19-2013**). This survey asked employees if they supported the recommendations, and also allowed them to write in any comments they had. The survey results were then reviewed by the Budget Committee at a special meeting on November 26, 2013 (**C6-14 Budget Recommendation Survey Results; C6-15 November 26, 2013 Budget Committee Minutes**). Based on the survey results, the Budget Committee voted to

approve the recommendations, which were then forwarded to the College Council for approval at their December 3, 2013 meeting (**C6-16 December 3, 2013 College Council Minutes**).

One specific issue that was noted by the Follow-Up Visiting Team was the need to improve campus participation in the governance process. On its April 16, 2013 Follow-Up Visit Evaluation Report, the Follow-Up Visiting Team noted that “major college committee meetings are cancelled with limited communication, and that quorums cannot always be met due to poor attendance at meetings.” A number of actions have been taken to address this issue. Initial discussions began in the November 5, 2012 meeting of the College Council (**C6-17 November 5, 2012 College Council Minutes**). There it was noted that there was overlap among some of the committees’ charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve. To this end, the SPC performed an assessment to determine where these overlaps existed in its December 6, 2012 meeting (**C6-18 December 6, 2012 SPC Minutes**). This assessment was framed by the 2012-2013 LASC Functional Map document (**C6-19: LASC Functional Map**), and resulted in approved SPC recommendations to restructure, combine, and eliminate specific campus committees (**C6-18 December 6, 2012 SPC Minutes**). These recommendations were approved by the Academic Senate (**C6-20 March 12, 2013 Academic Senate Minutes**) and the College Council (**C6-21 April 8, 2013 College Council Minutes**) in the spring of 2013. Assessments of the effectiveness revised committee structure will be completed at the end of the spring 2014 semester.

Faculty and staff leadership have also taken action to increase the number of faculty and staff who participate in the consultative committee structure. A formal agreement was created between the AFT 1521A Classified Staff Guild President and the College President to ensure that classified staff are provided with opportunities to participate in the development of policies, procedures and recommendations that have significant effect on staff by releasing them to serve on decision making committees (**C6-22 Classified Committee Participation Documentation**). In addition, during the fall 2013 Faculty Professional Development Day (i.e. Flex Day), the Academic Senate leadership strongly solicited faculty participation on campus committees. As a result, many faculty signed up to regularly attend at least one campus committee meeting (**C6-23 Flex Day Faculty Committee Sign-Up Sheets**). In addition, Academic Senate leadership provided training to all college committee co-chairs early in the fall 2013 semester. This training fully described the responsibilities that co-chairs have in ensuring that committees regularly meet their quorums. Further the training impressed upon the co-chairs the requirements to regularly communicate all committee dialogues and decisions to all campus constituencies (**C6-24 Fall 2013 Committee Co-Chair Training Agenda**).

Further, the College developed a College Committee Meeting Master Calendar in an effort to ensure that the entire campus community is aware of committee meeting days/times. This

calendar is posted on the LASC website. It is a single page PDF file that is very easy to read and understand. Further, it is formatted in a manner that makes it easy to print out and distribute to faculty and staff (**C6-25 2013-2014 Committee Meeting Master Calendar**).

Analysis of Results Achieved to Date

The actions above have greatly improved the College's ability to communicate committee dialogues and decisions widely and clearly across all campus constituencies. Committee websites are regularly updated with agendas, minutes, and other relevant documents. Further, links and highlights from these documents are regularly emailed to the campus community. The Strategic Planning Committee liaison reports have given all Strategic Planning Committee members a comprehensive view of campus processes that can be communicated to all campus constituencies.

The budget recommendations that were described above further illustrate how successful these processes have been. Over 100 campus employees completed the online survey to give their input on the budget recommendations that had been communicated to them in multiple forums. This campus communication and input was critical to the approval of the recommendations by the Budget Committee and College Council.

Further, very few committee meetings were cancelled or didn't meet their quorums during the fall 2013 semester.

Additional Plans

A detailed analysis will also be conducted on the annual committee evaluation forms. This analysis will examine attendance at each committee, and the steps that each committee took to ensure that their dialogues and decisions were communicated widely and clearly across campus constituencies. Further, the recommendations generated by each committee regarding committee improvement will be analyzed and acted upon.

In order to further expedite the process of posting committee minutes online, the campus has committed funds to move committee websites into the Microsoft SharePoint web environment. SharePoint has recently been implemented at other LACCD colleges and at the LACCD District Office. It has the advantage of allowing committee chairs to upload committee documents quickly and easily to the committee website, and removes the need to have the Office of Institutional Effectiveness upload all committee documents. It is expected that SharePoint will be implemented at LASC by summer 2014. Once implemented, SharePoint will serve as a sustainable, long-term solution for furthering and improving campus wide communication.

The LASC Participatory Decision-Making and Integrated Planning Handbook is being completely revised. This process began with a faculty and staff survey conducted during the

Annual Planning Retreat on August 21, 2012. Approximately 80 percent of respondents indicated that the current Planning Handbook is difficult to understand (**C6-26 August 21, 2012 Planning Retreat Survey**). A draft of the revised Handbook was presented to the Strategic Planning Committee on October 3, 2013 for discussion (**C6-6 October 3, 2013 Strategic Planning Committee Minutes**). The committee noted that draft Handbook is much more readable and intuitive than its predecessor. It includes more graphics, and also has a description of the Accreditation Standards that are relevant to each step in the planning process. Further, it clearly defines the roles and expectations for each college committee in the planning process. Thus, it is expected that as faculty and staff have a clearer understanding of their responsibility in college governance and planning, they will become more active in the governance process.

The Strategic Planning Committee's feedback was incorporated into the Handbook, and it is currently being revised in concert with the development of the 2014-2020 College Strategic Master Plan. This will allow the Handbook to have the most up-to-date and relevant College Planning information possible. This timeframe will also allow for the revised Accreditation Standards to be included in the Handbook. It is anticipated that the Handbook will be completed in summer 2014, and will be approved by College Council and the Academic Senate in early fall 2014.

List of Evidence for College Recommendation 6

- C6-1 Committee Minutes Common Format
- C6-2 LASC Website Homepage and Committees Page
- C6-3 December 10, 2013 Note-Taking Workshop PowerPoint Presentation
- C6-4 Strategic Planning Committee Website, Agendas and Minutes Page
- C6-5 Public Information Officer Committee Update Email 10-24-2013
- C6-6 October 3, 2013 Strategic Planning Committee Minutes
- C6-7 2013-2014 Strategic Planning Committee Membership
- C6-8 LASC Committee Operating Agreement Form
- C6-9 LASC Committee Evaluation Form
- C6-10 November 5, 2013 Budget Committee Minutes
- C6-11 November 12, 2013 Academic Senate Minutes

- C6-12 President's Email to Campus about Budget Forum 11-8-2013
- C6-13 President's Email to Campus with Link to Budget Survey 11-19-2013
- C6-14 Budget Recommendation Survey Results
- C6-15 November 26, 2013 Budget Committee Minutes
- C6-16 December 3, 2013 College Council Minutes
- C6-17 November 5, 2012 College Council Minutes
- C6-18 December 6, 2012 SPC Minutes
- C6-19 LASC Functional Map
- C6-20 March 12, 2013 Academic Senate Minutes
- C6-21 April 8, 2013 College Council Minutes
- C6-22 Classified Committee Participation Documentation
- C6-23 Flex Day Faculty Committee Sign-Up Sheets
- C6-24 Fall 2013 Committee Co-Chair Training Agenda
- C6-25 2013-2014 Committee Meeting Master Calendar
- C6-26 August 21, 2012 Planning Retreat Survey

Standard II.B

Standard IIB: Student Support Services

Standard II.B.3.a

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

Descriptive Summary

Southwest College provides equitable access to all its students by providing comprehensive services regardless of service location or delivery methods (**IIB.1 Screenshot of About LASC Online**). All student needs for services are regularly evaluated through the annual Integrated College Operational Plan. Each fall, non-instructional program reviews are written that include an evaluation of whether or not these services are meeting the needs of students (**IIB.2 Student Services Non-Instructional Program Reviews**).

Distance education students have comparable access to services available to face-to-face students. Students taking distance education classes can access Admissions and Records services (e.g., grades, dropping and adding classes, registering for classes, and transcripts) online. They can also view the status of their financial aid request and awards online. In winter 2014, the Bookstore began an online textbook ordering system for students and important college publications such as the Schedule of Classes and College Catalog are also available online (**IIB.3 Screenshot of Bookstore Online Textbook Ordering System**).

During fall 2013, the College will move forward with a plan to purchase an online orientation system for implementation during spring 2014 and in January 2015 will have a fully operational online Student Educational Plan (SEP) available to all students (**IIB.4 Contract to Purchase Online Orientation System Approved by the Board of Trustees**). The online SEP is a component of the new Student Information System that the District purchased in 2012. The SEP component is currently in the configuration stage (**IIB.5 Statement of Work for Student Information System**).

Other online resources available to distance education students include online counseling, E-books, E-Advising, E-SARS for scheduling counseling appointments, and tutorial assistance and/or academic and career exploration through Smarthinking, TutorTrac, and Student Lingo. To accommodate evening students, the Assessment Center has expanded its hours of operations to four nights a week effective December 2, 2013 (**IIB.6 2013-2014 Assessment Center Calendars**) and the library is open Monday through Thursday until 7 p.m. Evening students also have access to the College's Ask-A-Counselor virtual counseling sessions.

To evaluate online services, the College administers surveys (**IIB. 7 Ask-A-Counselor, E-Advising, E-SARS, Smarthinking, TutorTrac and Student Lingo Surveys**). The results of these surveys are then used to make improvements. Those improvements (also listed on pages 18 and 19 of this report) include the following:

- Effective August 26, 2013, evening counseling hours have been expanded to Monday through Thursday until 7 p.m. to address student concerns regarding the availability of counselors in the evening;
- E-SARS has been implemented and students are now able to schedule their own counseling appointments online;
- The College has implemented comprehensive counseling resources accessible to online students such as Ask-A-Counselor, E-Advising, and Contact Your Counselor; The College conducted a follow up survey of Ask-A-Counselor in July 2013. In spring 2014, a survey was implemented to evaluate the E-Advising system. Subsequently, the College implemented an additional Counseling survey to assess Ask-A-Counselor, E-Advising, and E-SARS. Over 340 students responded to the survey conducted during December 2013-January 2014. The information gathered in this survey will be used to revise and improve Ask-A-Counselor, E-Advising, and E-SARS.
- The Los Angeles Community College District is in the process of developing a degree audit system that will allow students to access and edit their Student Educational Plan online.

These plans will be certified by a counselor. This is being developed as an element of the District's new Student Information System that is projected to be operational in January 2015.

- The LASC homepage provides a detailed matriculation plan at http://www.lasc.edu/students/matriculation/matriculation_process.html. It includes the 8 Steps to Becoming a LA Southwest Student. The College signed a contract with Cynosure in January 2014 to develop a comprehensive online orientation system that will become a part of the matriculation process.
- As of September 25, 2013, usage of Smarthinking has increased by 362 students since the beginning of the previous fall semester. EOPS has instituted Smarthinking and Student Lingo as a required activity for its participants.
- Student Lingo was purchased to maximize land-based and online students' access to learning support services 24 hours a day, seven days a week. LASC has been asked to share its secrets for increasing student use after the company noticed a huge increase (362 students over the previous year) in usage.

Self Evaluation

The College meets this Standard. Furthermore, in June 2013, the California legislature augmented each college's Student Success and Support Program (SSP) Budget. LASC will receive \$383,322 that will be used for expanded SSSP activities such as assessment, orientation, advising, and abbreviated or comprehensive Student Educational Plans. Additionally, the ICOP helps to ensure the quality of our Student Services programs because

all non-instructional program reviews include an assessment of service area outcomes. All Student Services departments have service area outcomes in place and have completed the assessment cycle. Evidence of completion of these service area outcomes can be found in the annual Student Services Program Reviews. (**IIB.8 Student Services Non-Instructional Program Reviews**).

List of Evidence for Standard II.B.3.a

- IIB.1 Screenshot of About LASC Online
- IIB.2 Student Services Non-Instructional Program Reviews
- IIB.3 Screenshot of Bookstore Online Textbook Ordering System
- IIB.4 Contract to Purchase Online Orientation System Approved by the Board of Trustees
- IIB.5 Statement of Work for Student Information System
- IIB.6 2013-2014 Assessment Center Calendars
- IIB.7 Ask-A-Counselor, E-Advising, E-SARS, Smarthinking, TutorTrac and Student Lingo Surveys
- IIB.8 Student Services Non-Instructional Program Reviews

Standard II C

Standard IIC: Library and Learning Support Services

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Los Angeles Southwest College identified Information Competency as an Institutional Student Learning Outcome (ISLO) several years ago. The Information Competency Program consists of five Program Learning Outcomes (PLOs). As a result of classroom and library information competency learning experiences, LASC students will:

1. Differentiate between scholarly and popular literature, primary and secondary research, and current vs. historical research.
2. Develop knowledge of various formats of information sources and how they are produced, organized and disseminated.
3. Create an effective search strategy to locate information in an online source by:
 - a. Selecting the correct online database for a search
 - b. Identifying key words and synonyms
 - c. Using Boolean operators and truncation
4. Evaluate information in order to determine its reliability, validity, accuracy, authority, timeliness, point of view or bias.
5. Accurately and appropriately document sources using appropriate citation style guides in order to avoid plagiarism.

Librarians at LASC utilize a wide array of approaches to teach information competency concepts in support of the ISLO and the PLOs (**II.C.1 LASC Information Competency Report**). The college offers two one-credit courses, Library Science 101, Library Research Methods and Library Science 102, Internet Research Methods. The library revitalized its credit library science program in spring 2013. Student Learning Outcomes (SLOs) related to information retrieval, evaluating results, and citing and documenting sources are assessed through pre-tests and post-tests, in-class and homework assignments, quizzes, final projects, and final examinations. Also, the librarians utilize a liaison model to ensure systematic and effective outreach to discipline faculty on matters related to information competency instruction (**II.C.2 Librarian Liaison Program**). Librarians teach information competency

skills in orientations that are customized either for specific assignments or course objectives. In the 2012-2013 academic year, 32 orientations were offered. In fall 2013, librarians offered 35 orientations, a 118 percent increase over the previous two semesters. Pre-tests and post-tests are utilized to gauge progress towards proficiency in the information competency concepts (**IIC.3 Library Pre-Test and Post-Test forms and Library Pre-Test and Post-Test Results**).

In fall 2013, librarians, in conjunction with the Office of Institutional Effectiveness, conducted an Information Competency Assessment to collect baseline data for information competency program planning.

At the reference desk, librarians work one-on-one with students to acquire and hone information competency skills. During regular fall and spring semesters, the library is open: (**IIC.4 LASC Library Homepage**)

Monday – Thursday: 7:45 am to 7:00 pm
Fridays: 7:45 am to 1:00 pm
Saturdays: 9:00 am to 12:00 pm (during critical weeks in the semester)
Summer hours vary

Self Evaluation

The LASC Library has successfully implemented a number of new outreach and instructional approaches to promote information competency proficiency to students. The liaison model, implemented in fall 2012 has greatly improved librarians' opportunities to teach information competency instruction orientations (**IIC.5 Librarian Liaison Program**). To illustrate, in fall 2012 librarians conducted sixteen orientations, reaching 694 students; in spring 2013, they taught sixteen orientations, reaching 607 students; in fall 2013, librarians taught 35 sessions and significantly increased their reach to 926 students, a 33 percent increase from fall 2012. Cognizant of the importance of information competency skills to our students' success, LASC librarians have promoted awareness of the information competency ISLO and information issues at different levels and arenas on campus. These activities included hosting Anti-Plagiarism and Library Information workshops during fall and spring Flex Day activities last year and periodic presentations to discipline faculty at department and Academic Senate meetings on library collection and instruction matters (**IIC.6 Flex Day Agenda, fall 2012 and spring 2013**).

Collaboration with the English Department garnered the most significant increase in information competency instruction productivity. Librarians taught fourteen orientations in fall 2013 as compared to one orientation in fall 2012. Moreover, the Library and the English Department will embark on a promising pilot to pair several English 101 and Library Science 101 courses so that students may learn information competency concepts within the

contextualized framework of an English course (**IIC.7 LASC Information Competency Report**).

Pre-test and post-test results collected and analyzed in fall 2013 from information competency instruction orientations and from the credit courses demonstrated that our students comprehend the concepts presented. The benchmark goal has been 70 percent proficiency. Among the orientation pre-test scores, the data showed that students in only two sections reached or exceeded the benchmark goal of 70 percent. Conversely, in the post-test, students in 15 classes scored 70 percent or higher, resulting in a 650 percent increase in correct responses (**IIC.8 LASC Information Competency Report**).

Librarians also teach information competency skills during daily reference interactions with students. In 2012-2013, they answered 4,411 references questions with 4,144 of those answers involving one-on-one instruction in information competency (**IIC.9 Library Non-Instructional Program Review, 2012-2013**)

Revitalization of the credit library science programs has shown promise. Over the course of the last two semesters, only fifteen students were reached in the two library science courses that were offered. It is anticipated that the pilot partnership with the English 101 and Library Science 101 will not only increase the numbers but enhance the relationship with a department on campus that is vital to reaching information competency goals (**IIC.10 Library Instructional Program Review, 2012-2013**).

List of Evidence for Standard II.C.1.b.

IIC.1 LASC Information Competency Report

IIC.2 Librarian Liaison Program

IIC.3 Library Pre-Test and Post-Test forms and Library Pre-Test and Post-Test Results

IIC.4 LASC Library Homepage

IIC.5 Librarian Liaison Program

IIC.6 Flex Day Agenda, fall 2012 and spring 2013

IIC.7 LASC Information Competency Report

IIC.8 LASC Information Competency Report

IIC.9 Library Non-Instructional Program Review, 2012-2013

IIC.10 Library Instructional Program Review, 2012-2013

Standard III: Resources

Standard IIIA: Human Resources

Standard III.A.1.b

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

Descriptive Summary

Southwest College evaluation processes are governed by the Los Angeles Community College District Board of Trustees and spelled out in the six contracts negotiated with each collective bargaining unit (AFT Faculty Guild 1521, AFT Staff Guild 1521-A, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles City and County Schools Employees Union—Local 99, California Teamsters Public, Professional and Medical Employees Union—Local 911, and Supervisory Employees’ Local 721 (**III.A.1 Link to Union Contracts**)).

Bargaining agreements and personnel rules delineate procedures for the evaluation of all personnel and include consistent procedures for follow up if evaluations are unsatisfactory or the employee needs improvement.

Academic Staff

Faculty Evaluations, described in the Los Angeles Community College/ Los Angeles AFT 1521 Faculty Guild agreement Articles 19 and 42 are based primarily on peer review. In a basic evaluation, the department chair, vice chair, or designee reviews performance. In a comprehensive evaluation, a committee comprised of the appropriate dean and faculty peers, including the department chair, review the faculty member. An Academic Senate representative is included for evaluations of all probationary faculty. A standardized evaluation form, classroom visits, conferences with the faculty member, and student evaluations must be used (**III.A.2 Appendix C Evaluation Forms**).

Probationary faculty are evaluated each year for four years, or until tenure is granted or the employee is not retained. Instructors are evaluated on effective teaching and performance of duties (Article 42). Sections of the bargaining agreement establish responsibilities, such as participation in professional development activities (Article 10), workload and related duties, such as maintaining accurate records and holding office hours (Article 13), and services on College committees (Article 32). Appendix Q delineates the required as well as expected duties of full-time faculty. Academic deans report on the results of evaluations to the Vice President of Academic Affairs for all probationary positions. An administrative evaluation may be triggered at any time during the probationary period.

Tenured instructors are evaluated every three years, alternating between a basic and a comprehensive evaluation. Adjunct faculty are evaluated with a basic evaluation before the end of their second semester and at least once every six semesters after that. If a faculty member's overall performance on his or her basic evaluation is rated "needs to improve" or "unsatisfactory," the faculty member has the right to request a comprehensive evaluation. Should he/she receive a less than satisfactory evaluation, formal, documented procedures are used (Article 19). To ensure that faculty evaluations are completed systematically and in a timely manner, the Office of Academic Affairs maintains a tracking system with every faculty member's evaluation date (**IIIA. 3 Full-time and Adjunct Faculty Evaluation Schedule and Completion Dates**).

Classified Staff

Basic procedures for evaluation and follow-up for all categories of classified personnel are described in Personnel Commission Regulation 702 (**IIIA. 4 Personnel Commission Regulation 702**) and collective bargaining agreements (**IIIA. 5 Classified Staff Contract**). All classified employees are required to have at least one performance review per year conducted by their supervisors, using the evaluation form in the employees's CBA (**IIIA. 6 Evaluation Form Appendix B, pg. 110, Appendix C pg. 112**). The District alerts the employee's supervisor electronically that the evaluation is due. New employees and those recently promoted also receive evaluations during their probationary period. Additional reviews may be done at any time at the supervisor's discretion.

If an employee receives a less than satisfactory evaluation, the supervisor and the employee jointly develop a performance improvement plan. It then becomes the responsibility of the employee to follow the plan and for the supervisor to monitor progress. Specific procedures for correction of less than satisfactory performance are listed on the evaluation form.

Academic Administrators

Deans, assistant deans, and associate deans are evaluated by procedures set forth in their union contract which calls for an evaluation within 12 months of starting the assignment and annually from the anniversary date of the assignment (**IIIA.7 Administrators' Contract and Performance Evaluation Process for College Presidents**).

Classified Supervisors

Classified supervisors are evaluated according to the provisions of their contract (**IIIA.8 Classified Supervisors' Contract**).

Self Evaluation

The College meets the Standard. The process for evaluating all personnel (faculty, classified staff and administrators) at stated intervals is in place and being followed.

List of Evidence for Standard III.A.1.b

III.A. 1 Link to Union Contracts

III.A.2 Appendix C Evaluation Forms

III.A.3 Full-time and Adjunct Faculty Evaluation Schedule and Completion Dates

III.A.4 Personnel Commission Regulation 702

III.A.5 Classified Staff Contract

III.A.6 Evaluation form Appendix B, pg. 110, Appendix C pg. 112

III.A.7 Administrators' Contract and Performance Evaluation Process for College Presidents

III.A.8 Classified Supervisors' Contract

Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

Standard IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Governance structures and policies are clearly outlined in Board rules (**IVA.1 Board Rule 18100**) recognizes and affirms the Board's obligation to consult collegially with the District Academic Senate when adopting policies and procedures on academic and professional matters and (**IVA. 2 Board Rule 18200**) provides students with an opportunity to participate effectively in District and college governance.

At Southwest College, all members of constituency groups work together for the good of the College. For example, constituent groups are represented on all shared governance committees such as College Council, Strategic Planning, Budget, Technology and Facilities (**IVA. 3 Shared Governance Committee Membership Roster**). The president writes newsletters and has held an open house to allow employees and students an opportunity to discuss issues and concerns (**IVA. 4 President's Campus Updates**).

The Public Information Officer (PIO) sends out weekly bulletins titled, "This Week at Southwest" which serves as an effective communication tool to notify the campus about upcoming Town Halls, Budget Forums and campus information in general (**IVA.5 This Week at Southwest Bulletins**). The PIO also keeps the campus informed by posting an events calendar on the home page that gives the time, date, and place of all college committees (**IVA.6 Calendar of Events**). The Office of Institutional Effectiveness also posts the minutes and agendas of all shared governance committees online.

Self Evaluation

The College meets the standard. The College has taken numerous steps to work collaboratively for the good of the institution. One way that the College demonstrates that the result of this collaborative effort has resulted in actual institutional improvements is through the careful monitoring of the College Strategic Plan that is aligned to the District's Strategic Plan. Four examples of institutional improvement from this year's Annual Institutional Effectiveness Report to the Board of Trustees illustrate the types of institutional improvement being made at Southwest (**IVA. 7 Board of Trustees Annual Institutional Effectiveness Report**).

First, LASC has more eligible students (85%) receiving Pell Grants and more new students completing the English and Math assessment than the District average. Through Achieving

the Dream, LASC has greatly streamlined its matriculation process. The financial aid department also holds regular workshops to encourage students to complete the FAFSA.

Second, LASC's persistence measures are lower than the District average, but they are increasing at a faster rate than the District. Fall-to-fall persistence is increasing three times faster at LASC than the District average. It is expected that these measures will continue to improve as SB 1456 is implemented.

Third, LASC's transfer rates for African Americans who represent 56 percent of our student population are improving over time (**IVA.8 African American Transfers to CSU**). Currently the College is number two in the state for African American transfers to the California State University system. The numbers of transfers for the past three years are as follows:

2012-2013	78 African American transfers to CSUs
2011-2012	77 African American transfers to CSUs
2010-2011	64 African American transfers to CSUs

Finally, LASC is either above or on par with the District average for each of the following measures: active learning/project learning, self-efficacy/self-directed learning, student engagement, and the use of technology (**IVA.9 2013 Districtwide Student Survey**). To further improve student engagement, LASC recently joined the Kresge Foundation's Men of Color Institute. This Institute provides strategies for improving engagement of males of color, who have low levels of campus engagement (**IVA. 10 LASC 2013 College Planning and Effectiveness Report**).

List of Evidence for Standard IV.A.3

- IVA.1 Board Rule 18100
- IVA.2 Board Rule 18200
- IVA.3 Shared Governance Committee Membership Roster
- IVA.4 President's Campus Updates
- IVA.5 This Week at Southwest Bulletins
- IVA.6 Calendar of Events
- IVA.7 Board of Trustees Annual Institutional Effectiveness Report
- IVA.8 African American Transfers to CSU

IVA.9 2013 Districtwide Student Survey

IVA.10 LASC 2013 College Planning and Effectiveness Report