As a requirement for Los Angeles Southwest Angeles (LASC) to achieve accreditation status, the college must self-evaluate itself according to the ACCJC’s policies, eligibility requirements, and standards. The self-evaluation process will include the involvement of faculty, staff, administration, students, and trustees to ensure that there is widespread participation in the development and creation of the self-evaluation report.

A. Highlights of Analysis of Standards

1. Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
   - LASC demonstrates a strong commitment to the college mission; and uses data to evaluate, plan, and improve the quality of its programs and services. However, this needs to occur more regularly.
   - LASC demonstrates integrity in all policies, actions, and communication; and acts honestly, ethically, and fairly in their duties.

2. Standard II: Student Learning Programs and Services
   - LASC offers instructional programs, Library and learning support services, and student support services aligned with its mission.
   - LASC assess its Academic and Student Services Programs for quality and uses the results for program improvement. However, LASC must assess it SLO’s and PLO’s more regularly.

3. Standard III: Resources
   - LASC uses human, physical, technological, and financial resources to achieve its mission.
   - LASC is attempting to improve its academic quality and institutional effectiveness with the funding it receives.

4. Standard IV: Leadership and Governance
   - LASC recognizes and used the contributions of leadership though out the college to promote student success, sustain academic quality, integrity, fiscal stability, and continuous improvement of the institution.

B. Highlights of Quality Focus Essay
   - Student Learning Assessment
   - Integrated Planning
   - Intuitional effectiveness, evaluation, and review

C. Highlights of Changes and Plans Arising out of Self-Evaluation Process
   - LASC used the new standards as an opportunity to evaluate current practices and identify areas requiring some changes to increase effectiveness to meet the mission of the college.
Los Angeles Southwest College
2016 Accreditation Self-Evaluation Report

LACCD Board of Trustees
Special Meeting
Institutional Effectiveness & Student Success Committee
November 12, 2015
Recent Accreditation History

• When was the last LASC Self-Evaluation Report completed?
• What was the outcome of the Evaluation Site Visit by the ACCJC Team?
  • How many recommendations did the college receive?
  • What were the recommendations?
  • How were the recommendations addressed? When?
  • How many follow-up visits were conducted? When?
  • When was the mid-term report submitted?
  • How did the college get off of warning? What was the process?
Process for organizing campus to create the report

• What accreditation meetings, trainings, workshops were held?
• When were the sessions held?
• Where were they held? How many sessions, total?
• Who facilitated the sessions?
• Who attended the sessions?
• What was the content of the sessions?
• How were Standard team chairs and co-chairs selected?
• Who comprised the SER Steering Committee?
• How was consensus reached on the development of the report?
Process for creating the Self-Evaluation Report

- How were the organization and writing tasks for the SER determined?
  - Timelines
  - Writing templates

- What assistance did LASC receive from external consultants with the development of the report?
  - When was this assistance provided?

- What was “easy” about developing the report?

- What reviews were conducted of other college processes and reports? How was this information used?
Challenges in developing the SER

• What challenges did LASC face?
  • Time since last comprehensive Self-Evaluation Report was completed
  • Time since follow-up visits and being re-affirmed
  • Campus in “Accreditation Fatigue” mode
  • Change in Accreditation Standards, Checklist for Commission Policies, Eligibility Requirements, and Federal Regulations, format of the written report since last visit (even with a 30% decrease in verbiage in the new Standards)
  • Time to implement and assess the effectiveness of recommended changes since last visit
  • Keeping campus community engaged in the process of collecting evidence to support claims of our meeting the new standards
LASC’s next steps

• Edit Self-Evaluation Report for grammar, organizational format
• Distribute SER to Campus Committees for review and approval
• Print final draft for submission to LACCD Board and ACCJC
• Continue to refine the organization of the evidence electronically
Possible Questions from IE&SS Committee

• What are we doing about partnerships with local high schools-how is this explained in the SER?
• What metrics were used to determine campus standards for student success?
• What are our benchmarks for student success?
• What are our institutional priorities?
Los Angeles Southwest College

Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation

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

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

December 2015
Certification of the Institutional Self Evaluation Report

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

From:
Dr. Linda Rose
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047

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

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

Signatures:

______________________________________________________________________
(Chief Executive Officer) (Date)

______________________________________________________________________
(Chairperson, Governing Board) (Date)

______________________________________________________________________
(Name, Title, Representing) (Date)

______________________________________________________________________
(Name, Title, Representing) (Date)

______________________________________________________________________
(Name, Title, Representing) (Date)
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A. Introduction

History of Los Angeles Southwest College

Los Angeles Southwest College was founded in 1967, a product of decades of hard work, vision and perseverance to achieve the dream of a dedicated group of community activists.

Today, the two-year college, part of the Los Angeles Community College District, offers a range of programs that meet the community’s needs, including college transfer services, occupational training, community services as well as general, transitional and continuing education.

Located on a 78-acre site on West Imperial Highway in South Los Angeles, LASC awards Associate’s Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. More and more students each year are also taking part in online Distance Education courses, providing a new avenue for students to receive an LASC education.

LASC's students come from a wide service area, including Los Angeles as well as portions of Gardena, Hawthorne and Inglewood. More than half of the student body is made up of first-generation college students. The college also serves international students from dozens of countries.

LASC houses an array of state-of-the-art facilities, including its recently renovated Library and Little Theater as well as the brand new School of Career and Technical Education building, where students receive top-notch instruction from a dedicated group of educators.

The college’s principal founder, Mrs. Odessa B. Cox, and a small group of community members started their efforts to bring a comprehensive community college to South Los Angeles in 1947 and formed a citizen's group, the South Central Junior College Committee, in 1950. The diverse group influenced the Los Angeles Unified School District Board of Education, which oversaw Los Angeles community colleges, to purchase 54 acres of land for $3,500 per acre in 1950 from the Union Oil Company at the corner of Western Avenue and Imperial Highway -- the eventual site of Los Angeles Southwest College -- for the purposes of building a school of higher learning. Another 16 acres would be purchased for $14,230 per acre from Union Oil in 1964. A sign was placed on the site in 1950 announcing the college’s expected arrival, but many years would pass before construction would begin.

That day would arrive rather quickly after the "Watts Rebellion," a violent outbreak from August 11-17, 1965, during which 34 people died and more than 1,000 people were injured. A California commission, under Gov. Pat Brown, later determined that the rebellion was caused by locals’ resentment toward police as well as a lack of jobs and educational opportunities for African-Americans. Sandra Cox, daughter of Odessa Cox, and many others believed the riots caught the attention of the Los Angeles Unified School District and led to LASC being fast tracked to development.
In January 1967, LAUSD school board would earmark $2 million to open the college campus at Western Avenue and Imperial Highway. At 3:30 a.m. July 11, 1967, the first of 13 bungalows were delivered to the site from Los Angeles City College. Classes started Sept. 11, 1967 with more than 600 registered students and 22 full-time faculty members.

In the 1970s, the college erected four permanent buildings, but the discovery of earthquake faults in 1991 caused the demolition of two buildings in 1994. The college replaced much of the demolished space with a state-of-the-art athletic complex, a technical education building, and a lecture/laboratory building. In 2003, the college developed a facilities master plan and, as part of that process, it discovered that a large portion of the 78 acres site is not suitable for building.

In spite of challenges, the college has been in the midst of construction growth. With the passage of three bonds, Proposition A in 2001, Proposition AA in 2003, and Measure J in 2008, the college has continued to build out the campus, which has included the construction of the Thomas G. Lakin Physical Education Center, Student Services Building, Child Development Center, athletic stadium and field house, Maintenance and Operations facility, multi-level parking structure and more.

The Athletics Department is housed in the Lakin Center, which is a state-of-the-art sports complex with world-class amenities. The complex features an Olympic-sized outdoor pool, physical therapy pool, fitness center and dance studio. LASC offers students intercollegiate athletics and competitive team sports in football as well as men’s and women’s basketball.

Thanks to Measure J, LASC on April 2, 2015 celebrated a grand opening of the new School of Career and Technical Education building as well as the renovated, modernized and upgraded Cox Building, which includes the refurbished Little Theater and Library.

A partnership with the Los Angeles Unified School District has also resulted in the construction of Middle College High School on the campus of LASC. Dozens of Middle College High students take college courses at LASC to obtain their Associate’s Degree while meeting the requirements for a high school diploma.

Since its opening, LASC has established itself as a key force in the educational, recreational and cultural development in the region. Several academic and occupational programs have distinguished themselves over the years, including the Nursing and Child Development departments.

Today, LASC's student body has increased to more than 8,000. More than 300 faculty, staff and administrators at LASC are also looking to help students find academic success.

Description of Service Area

LASC serves a socioeconomically and ethnically diverse community. In addition to southwest Los Angeles, our service area includes the communities of Gardena, Hawthorne, Inglewood, Compton, and Lynwood. Our service area has a lower median household income and a higher rate of poverty than both Los Angeles County and the state of California.
### Median Household Income (Dollars)

<table>
<thead>
<tr>
<th></th>
<th>LASC Service Area</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Household Income (Dollars)</td>
<td>$40,381</td>
<td>$55,746</td>
<td>$61,933</td>
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</tbody>
</table>

Source: 2009-2013 American Community Survey 5-Year Estimates, U.S. Census Bureau

### POVERTY STATUS IN THE PAST 12 MONTHS

<table>
<thead>
<tr>
<th></th>
<th>LASC Service Area</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty Status</td>
<td>27.9%</td>
<td>18.7%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

Source: 2009-2013 American Community Survey 5-Year Estimates, U.S. Census Bureau

LASC’s service area is experiencing demographic changes that will impact the college over the course of the 2014-2020 Strategic Plan. The ethnic composition of the area has gradually changed over the past 20 years, and is projected to continue changing into the next decade. In the early years of LASC’s existence, the LASC service area was composed of a predominantly Black/African-American population. Over the past 20 years, this community has become predominantly Hispanic. According to the 2000 U.S. Census, 49.7% of our service area’s residents were Hispanic. In 2010, this number increased to 58.9%. Population projections suggest that this trend will continue over the course of the next five years.

Over the past five years, LASC’s Black/African-American student population has declined, while the Hispanic student population has increased. However, the trends in the student population have not reached the magnitude of the change in the LASC service area. In 2013, the LASC service area population was 61% Hispanic and 30% Black. In fall 2014, LASC’s credit student population was 33% Hispanic and 56.8% Black. With continued influx of Hispanics and Blacks moving in and out of the service area, it is likely that the LASC...
student population will continue to change and will become more representative of our service area.

In order to best serve the needs of our community, LASC must ensure that we are meeting the needs of our Hispanic and Black/African-American student population. This includes offering programs and services that can provide the most benefit to this community.

In spite of the ethnic changes occurring in both the service area and student population, there is little change in the relative percentage of males and females in both our service area and student population. For the last five years, males have been under-represented in our student population. In 2013, males made up 48.4% of the service area population, but they only composed 31% of our student population.
LASC’s community is experiencing changes to the age of its residents. Across the U.S. and California, baby boomers are reaching retirement age as the birth rate is declining. As a result, our community is aging. This trend is expected to continue well into the future.
Age of Residents in LASC Service Area

There are expected to be fewer 19 and under year olds in 2020 (the last year of the Strategic Plan) than in 2014 (the first year of the plan). Further, the school-age population (i.e. age 10 to 19) is projected to decrease by 11% between 2014 and 2020. Thus, in each successive year of the 2014-2020 LASC Plan, there will be a smaller pool of potential students for LASC to draw its enrollment from. This is trend is also supported by the State of California’s high school graduate projections for Los Angeles County.
Likewise, LASC is beginning to see a decline in the “19 or less” age group.

If this trend continues, LASC will face more competition from other local community colleges when trying to recruit new students. However, this pattern is not occurring in isolation. The improving economy will likely compound the effects of this trend. Thus, LASC is facing a short-term future where there is a smaller total pool of potential students who also have viable employment alternatives to community college.

Although the LASC service area is aging, the LASC student population has not shown a similar pattern. A number of analyses, however, have demonstrated that younger LACCD students are more likely to complete a degree, certificate, and/or transfer than older students.

**Enrollment Trends and Description of Student Population**

**Credit and Non-Credit Enrollments and Headcount**

LASC in the last five years had a peak in enrollments in 2013-2014 (fall and spring). This peak in enrollments allowed the college to take advantage of an opportunity to grow in FTES and receive funding above the usual from the state. The growth was primarily in the credit enrollments (21.6% increase). There was a 16% decrease in credit and non-credit enrollments from 2013-14 to 2014-15 with the greatest drop in credit enrollments (decrease of 15.3%) and a 20.7% drop in Non-credit enrollments.
The increased FTES growth in 2013-14 fostered an increase in credit and non-credit headcount by 9.9% (with an increase of 10.3% in credit headcount and 7.7% increase in non-credit headcount. The 11.7% decrease from 2013-14 and 2014-15 resulted in a 12.7% decrease in credit and only a 3.3% decrease in non-credit headcount as the growth of enrollments were primarily in credit courses.

LASC in this five year period saw the most decrease in the “19 or less” credit students age group with an 18% decrease in students, while seeing the greatest increase in the “20-24” age group with an 8.6% increase. The rest of the age groups showed a gradual increase in headcount over the five year period.
LASC’s credit student population is primarily Black/African-American. Over the past five years, although the Black/African-American population has decreased from 2010-11 to 2013-14 by 9.2%, from 2013-14 to 2014-15, the population has increased by 3.2%. Meanwhile, the Hispanic population increase by 8.4% from 2010-11 to 2013-14 with a slight decrease in 2014-15 (3.1%). The other ethnic groups have been pretty stable in the percentages.
LASC is seeing the fruit of our labor as it relates to increase the male students population. Although the credit students’ gender percentage has been stable over the last five years, there has been a 1.7% in the male population from 2010-11 to 2014-2015.

Although most of our students come from low-performing high schools, they are increasingly stating that their educational goal is to transfer to a 4-year university. Thus, many students view LASC as one step along a longer educational path. From 2010-11 to 2014-15, there was a 12.3% increase in students who were focused on transferring to 4 year universities, with a 5.6% increased from 2013-14 to 2015-16. Student Support Services Program (SSSP) which requires students to complete the matriculation process early on is fostering an increase of students who declare a major, decide on their educational goals and take placement tests in English and math early on which will foster and increase the number of students graduating in a timely manner.
The path to transfer, however, is still not a short one. While the current percentage of students who need remediation in English is still high (76%), there has been a 12% improvement in the percentage of students needing remediation as compared to fall 2013 (88%).

![Fall 2014 LASC English Assessments](chart)

Math still presents developmental climb as 87.6% of students assessed require remediation in math. Furthermore, 77.5% of students assess into the noncredit levels of the math sequence.

![Fall 2014 LASC Math Assessments](chart)
A student who assesses into noncredit math and English will require three semesters of remedial English and Math before they are able to enroll in transfer-level English and Math. However, remedial Math courses have the lowest course success rates in the college. Thus, it is more likely that a student will require at least four semesters, or two years, of remedial English and Math courses before even attempting transfer-level English and Math. Thus, the odds of transferring to a 4-year university within two years are very low. Further, students with remedial English and Math skills are less likely to pass other courses that require college-level English and/or Math. A student with an eighth grade reading level, for instance, will likely not perform well in a college-level Political Science course. Thus, it is important that LASC moves students through the remedial sequences as efficiently as possible, so that students are able to achieve their goals in a reasonable timeframe.

LASC students also face external pressures that impact the length of time they are able to devote to their studies. A spring 2012 survey indicated that nearly 40% of LASC students work more than 20 hours per week. In addition, 52% of students said that financial factors were a moderate or major problem in their academic success. Further, 26% of LASC students have children under the age of 5, and 30% of LASC students have children between the ages of 6 and 18. As a result of these many external demands, only 23% LASC students attended full time in Fall 2013. Thus, the vast majority of attend part time, which means that they are not able to accumulate units as quickly. This further increases the length of time it takes LASC students to reach their educational goals.

Unit Load Distribution

LASC has seen an increase in the percentage of students who are moving from part-time to full-time. Finally in the 2013-14 academic year, there has been a major increase in students who are taking a full load (a 6.8% increase) with a slight increase (0.5%) of from 2013-14 to 2014-15. Likewise, there has also been an increase of 2.2% in students taking “6 to 11 units” from 2013-14 to 2014-15. This increase will foster and improve the number of students who will have a better opportunity to graduate within 5 years.
B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

Los Angeles Southwest College (LASC), in accordance to our shared governance process, has developed the following strategic goals that are related to LASC’s mission and is in consonance with the LACCD’s strategic goals. They are as follows:

1. **Access and Preparation for Success**: Improve equitable access to a high-quality education that promotes student success.
2. **Success**: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. **Institutional Effectiveness and Accountability**: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. **Resources**: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. **Collaboration and Partnerships**: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions. Student Achievement – Degrees and Certificates.

The Strategic goals are a template LASC uses to accomplish our **Mission**: In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.

The Strategic Planning Committee, which is composed of representative of all campus committees, met in March 2015 to collegially set the standards for each Strategic Plan Measure (this is also a requirement for ACCJC). Standards were discussed in the SPC Committee and set for five measures. In the discussions, the SPC wanted to ensure that the standards that were set were reasonable and achievable. Discussions of how to achieve the newly set standards were to be taken back to various areas for discussion and developing plans to achieve them.

LASC is currently in the Program Review cycle for which programs will review success data and develop strategies for improvement in their respective programs and departments.

LASC’s focus for the past five years has been to increase the success, retention and graduation rates of our Black/African-American and Hispanic males. In reviewing the Chancellor’s Office Scorecard data, although the trend of most indicators peaked in 2011-2012 and have slightly declined in 2013-2014, there are indications in this data that the minority male population is beginning to show progress from LASCs various initiatives. The males “Overall Completion Rates” are higher than the female population by 3.5%. LASC’s current initiatives are also focusing on the unprepared student for which the data shows
improvement in the underprepared males whose completion rates are greater than the female’s students and an improvement in the unprepared Hispanic students’ completion rates.
### Institution-Set Standards

Los Angeles Southwest College Student Success Scorecard Data

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the measure</th>
<th>Institution Set Standard</th>
<th>SP Goal</th>
<th>SP Target</th>
<th>2013-2014</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Five Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Completion Rate</td>
<td>Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes.</td>
<td>N/A</td>
<td>S4</td>
<td>-</td>
<td>31.1%</td>
<td>31.4%</td>
<td>35.5%</td>
<td>32.3%</td>
<td>31.6%</td>
<td>32.4%</td>
</tr>
<tr>
<td>College Prepared Completion Rate</td>
<td>Completion rate for students whose lowest course attempted in Math and/or English was college level.</td>
<td>S4</td>
<td>-</td>
<td>63.3%</td>
<td>66.7%</td>
<td>81.9%</td>
<td>63.0%</td>
<td>68.6%</td>
<td>68.7%</td>
<td></td>
</tr>
<tr>
<td>College Unprepared Completion Rate</td>
<td>Completion rate for students whose lowest course attempted in Math and/or English was remedial level.</td>
<td>N/A</td>
<td>S4</td>
<td>-</td>
<td>29.0%</td>
<td>28.9%</td>
<td>30.5%</td>
<td>30.4%</td>
<td>29.6%</td>
<td>29.7%</td>
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<tr>
<td>CTE Completion Rate</td>
<td>The percentage of students who attempted a CTE course for the first-time and completed &gt; 8 units in the subsequent 3 years in a single discipline and who achieved any of the following outcomes within six years of entry: Earned any AA/AS or credit Certificate; Transfer to four-year institution; or Achieved “Transfer Prepared”.</td>
<td>N/A</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
<td>55.0%</td>
<td>57.1%</td>
<td>55.6%</td>
<td>53.9%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Number of Degrees Awarded</td>
<td>Earned any AA/AS or credit Certificate (Chancellor’s Office approved)</td>
<td>N/A</td>
<td>S1</td>
<td>-</td>
<td>606</td>
<td>380</td>
<td>366</td>
<td>388</td>
<td>316</td>
<td>411</td>
</tr>
<tr>
<td>Number of Certificates Awarded</td>
<td>Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)</td>
<td>N/A</td>
<td>S2</td>
<td>-</td>
<td>27</td>
<td>23</td>
<td>35</td>
<td>63</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Number of Students Who Transferred to a 4-Year University</td>
<td>Achieved “Transfer Prepared” status</td>
<td>N/A</td>
<td>S3</td>
<td>-</td>
<td>161</td>
<td>214</td>
<td>240</td>
<td>228</td>
<td>352</td>
<td>239</td>
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Source: [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)
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<th>2013-2014</th>
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<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Five Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Persistence Rate</strong></td>
<td>The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point): • Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.</td>
<td>N/A</td>
<td>A6</td>
<td>-</td>
<td>57.4%</td>
<td>50.7%</td>
<td>50.2%</td>
<td>53.1%</td>
<td>51.5%</td>
<td>52.6%</td>
</tr>
<tr>
<td>*Persistency Prepared</td>
<td>Lowest attempted English or Math course was 'Prepared for College Level'</td>
<td>N/A</td>
<td>A6</td>
<td>-</td>
<td>61.7%</td>
<td>48.1%</td>
<td>61.4%</td>
<td>50.0%</td>
<td>48.6%</td>
<td>54.0%</td>
</tr>
<tr>
<td>*Persistency Unprepared</td>
<td>Lowest attempted English or Math course was 'Unprepared for College Level'</td>
<td>N/A</td>
<td>A6</td>
<td>-</td>
<td>57.1%</td>
<td>50.9%</td>
<td>49.0%</td>
<td>53.3%</td>
<td>51.6%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Overall Rate of Students completing 30 Units</td>
<td>Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.</td>
<td>N/A</td>
<td>S1 S2 S3</td>
<td>-</td>
<td>51.1%</td>
<td>51.7%</td>
<td>50.2%</td>
<td>51.4%</td>
<td>49.1%</td>
<td>50.7%</td>
</tr>
<tr>
<td>*Overall Rate of Students completing 30 Units - Prepared</td>
<td>Percentage of prepared degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.</td>
<td>N/A</td>
<td>S1 S2 S3</td>
<td>-</td>
<td>61.7%</td>
<td>33.3%</td>
<td>49.4%</td>
<td>43.5%</td>
<td>48.6%</td>
<td>47.3%</td>
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<td>*Overall Rate of Students completing 30 Units - Unprepared</td>
<td>Percentage of unprepared degree, certificate and/or transfer-seeking students tracked for six who completed at least 30 units.</td>
<td>N/A</td>
<td>S1 S2 S3</td>
<td>-</td>
<td>50.4%</td>
<td>53.1%</td>
<td>50.3%</td>
<td>51.9%</td>
<td>49.1%</td>
<td>51.0%</td>
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Source: [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)

<table>
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<th>Data Element</th>
<th>Definition of the measure</th>
<th>Institution Set Standard</th>
<th>SP Goal</th>
<th>SP Target</th>
<th>2013-2014</th>
<th>2012-2013</th>
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<th>2010-2011</th>
<th>2009-2010</th>
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<td>Licensure Passage Rates - Nursing</td>
<td>Licensure Passage Rates - Nursing</td>
<td>N/A</td>
<td>-</td>
<td>75.7%</td>
<td>76.9%</td>
<td>79.4%</td>
<td>73.33%</td>
<td>83.3%</td>
<td>82.5%</td>
<td>79.1%</td>
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Source: [http://www.rn.ca.gov/schools/passrates.shtml](http://www.rn.ca.gov/schools/passrates.shtml)
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<tbody>
<tr>
<td>Number of Degrees Awarded</td>
<td>Associate Degrees Awarded</td>
<td>N/A S1</td>
<td>-</td>
<td>689</td>
<td>606</td>
<td>380</td>
<td>366</td>
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<tr>
<td>Number of Certificates Awarded</td>
<td>Chancellor's Office Approved Certificates</td>
<td>N/A S2</td>
<td>-</td>
<td>44</td>
<td>27</td>
<td>23</td>
<td>35</td>
<td>63</td>
<td>38</td>
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<tr>
<td>Course Retention Rates (Fall and Spring)</td>
<td>Course Retention Rates (Fall and Spring)</td>
<td>N/A S1 S2 S3</td>
<td>-</td>
<td>82.3%</td>
<td>82.5%</td>
<td>84.5%</td>
<td>85.9%</td>
<td>86.5%</td>
<td>84.4%</td>
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<td>Course Success Rates (Fall and Spring)</td>
<td>Course Success Rates (Fall and Spring)</td>
<td>58.0% S1 S2 S3</td>
<td>-</td>
<td>59.2%</td>
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<td>61.8%</td>
<td>59.2%</td>
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**Source:** LACCD DEC SIS_RDB STUD_CREDDATA, COURSE_SECTION, and COURSE_ENROLLMENTS tables
C. Organization of the Self Evaluation Process
D. Organizational Information
E. Certification of Continued Institutional Compliance with Eligibility Requirements

[We are further validating each ER]

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

3. Degrees

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

4. Chief Executive Officer

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

5. Financial Accountability

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

Additional financial accountability for eligible applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended
that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual of cumulative operating deficit at any time during the eligibility application process.

**Eligibility Requirements Evidence**
F. Certification of Continued Institutional Compliance with Commission Policies

[In progress]

Policy on Rights and Responsibilities of the Commission and Member Institutions
Policy on Institutional Degrees and Credits
Policy on Transfer of Credit
Policy on Distance Education and on Correspondence Education
Policy on Representation of Accredited Status
Policy on Student and Public Complaints against Institutions
Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status
Policy on Contractual Relationships with Non-Regionally Accredited Organizations
Policy on Institutional Compliance with Title IV
G. Institutional Analysis Relative to Standards

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

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

**I.A. Mission**

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

LASC’S mission describes its broad educational purposes, intended student population, and its commitment to student learning and student achievement.

**Evidence of Meeting the Standard**

*The Mission of Los Angeles Southwest College*

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders (I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan).


**Analysis and Evaluation**

The College’s mission does describe its broad educational purposes, which are appropriate to an institution of higher learning. Additionally, the mission statement describes the College’s intended student population, and its commitment to student learning and student achievement.

The College needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part
of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.A.1-1: 2014-2020 Los Angeles Southwest College Strategic Plan  
I.A.1-2: March 24, 2014 Academic Senate minutes  
I.A.1-3: March 25, 2014 College Council minutes  
I.A.1-4: January 28, 2015 LACCD Board of Trustees minutes  

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

LASC uses several data measures to evaluate whether it is accomplishing its mission and whether the mission directs institutional priorities.

**Evidence of Meeting the Standard**

**Effectiveness in Accomplishing Mission**

The College uses data is used in a myriad of ways to determine how effectively it is accomplishing its mission.

- The LASC Strategic Plan and the Campus Master Plans operationalize the mission into concrete goals, objectives, and activities. These plans were developed through an intensive examination of multiple data points.  
- Further, each goal has a number of clear and easy-to-assess data measures that will be used to determine how much progress is being made (I.A.2-1: 2014-2020 LASC Strategic Plan).

**Mission Used to Direct Priorities**

These goals and data measures are infused throughout campus processes to ensure that they are being used to effectively direct institutional priorities.

- A week before each fall semester, the College holds a planning retreat, in which faculty, staff, administrators, and students analyze data on the College’s progress towards its Strategic Goals (I.A.2-2: 2014 Planning Retreat Materials). Through this analysis, the College has an annual assessment of how well it is accomplishing its mission. It can also identify areas that need to improve, and/or indicate specific objectives or priorities on which the College should focus for the coming year.  
- In addition to the annual planning retreat, all instructional, student service, and administrative service programs complete an annual data-based program review.
• The College also annually reviews extensive student performance data to determine its institution-set standards. For the last two years, the College Strategic Planning Committee has devoted the majority of its March meeting to reviewing student performance data and reviewing the College’s institution-set standards (I.A.2-3: March 6, 2014, Strategic Planning Committee minutes, I.A.2-4: March 5, 2015, Strategic Planning Committee minutes, I.A.2-5: SPC Institution-Set Standard Data). The discussions in these meetings have been robust and have led to a number of other discussions about where there are opportunities for improvement. After the SPC votes to approve the standards, they are disseminated to the campus on the college website.

• In addition to these standardized annual processes, the Office of Institutional Effectiveness (OIE) regularly provides data and analysis to the College to inform decisions about how to best direct institutional priorities and resources. In 2014, OIE completed a re-design of its website. The redesigned site was developed using the Microsoft SharePoint platform, which allowed OIE to post and distribute college data and reports faster and easier. As a result, there is substantially more data available to the college, the community, and the public than ever before (I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage). The new site allows visitors to view the California Community Colleges Student Success Scorecard, the White House College Scorecard, and data from a number of other district, state, and federal sources. Further, a number of college-level data reports on the college’s service area, student equity, and student outcomes are available. As a result, it has become a “one-stop shop” for data and analysis on how effectively the College is meeting its mission, and how to best direct institutional resources and priorities to meet the educational needs of our students.

Analysis and Evaluation

Data is infused throughout campus practices and procedures, and is regularly used to determine how well the College is accomplishing its mission. Further, it is used to improve upon processes that direct institutional priorities in meeting student educational needs. The revised course scheduling process, for example, uses data in a thoughtful manner to determine how the College will allocate its instructional budget.

In 2014, LASC’s data-based program review process was revised to more closely link program data with program plans and budget allocation requests. Through this revised process, programs analyze program-specific data on how well they are meeting the goals of the Strategic Plan, develop plans for improvement, and request resources necessary for improvement (I.A.2-7: Instructional Program Review Datasheet, I.A.2-8: Instructional Program Review Form, I.A.2-9: Non-Instructional Program Review Datasheet, I.A.2-10: Non-Instructional Student Services Program Review Form).

Further, the revised process was streamlined so that data analysis was limited to those measures that directly align with the College Strategic Plan (I.A.2-11: April 29, 2014
Program Review Committee minutes, I.A.2-12: May 8, 2014 Program Review Committee minutes, I.A.2-13: March 13, 2014 Program Review Committee minutes). This ensured that all programs were focusing on the areas that would move the College towards attaining its goals and mission. Moreover, all program reviews are now publicly available on the website, thus improving the transparency of data, as well as the steps programs are taking to improve upon the data (I.A.2-14: Screenshot of Instructional Program Review Page).

To continuously ensure that the mission effectively directs institutional priorities, the College recently revised its course scheduling process to be much more strongly based on data. There were a number of inefficiencies in the previous scheduling process that made it possible for courses to be scheduled in a manner that did not best meet the educational needs of students. In the revised process, however, courses are scheduled in a way that balances student completion pathways with annual FTES funding and budgetary constraints. Departments create a five-semester plan that determines the upcoming semesters that each course in a completion pathway will be offered. When the College knows its FTES target and budget for the coming year, each department is then given a semester FTES target, a paid hours cap, and an extensive amount of scheduling data (I.A.2-15: Fall 2015 FTES targets, I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet). The targets and caps are determined through a mathematical model that uses prior FTES generated, prior paid hours expended, and prior instructional efficiency. Once the departments receive this data, they use an online worksheet to determine how many sections of each course they will offer in that semester (I.A.2-17: LASC Department Chair Course Scheduling Guide). This worksheet automatically calculates FTES and paid hours for each section, and allows departments to schedule their courses in a way that balances their high-enrolling intro-level courses with lower-enrolling upper-level courses. As a result, a data-driven course schedule is developed each semester that meets student educational needs, and complies with FTES funding and budgetary constraints. This process was first implemented for the fall 2015 semester. Its effectiveness will be evaluated in the 2015-2016 academic year.

Evidence

I.A.2-1: 2014-2020 LASC Strategic Plan
I.A.2-3: March 6, 2014, Strategic Planning Committee minutes
I.A.2-4: March 5, 2015, Strategic Planning Committee minutes
I.A.2-5: SPC Institution-Set Standard Data
I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage
I.A.2-7: Instructional Program Review Datasheet
I.A.2-8: Instructional Program Review Form
I.A.2-9: Non-Instructional Program Review Datasheet
I.A.2-10: Non-Instructional Student Services Program Review Form
I.A.2-11: April 29, 2014 Program Review Committee minutes
I.A.2-12: May 8, 2014 Program Review Committee minutes
I.A.2-13: March 13, 2014 Program Review Committee minutes
I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

LASC’s mission statement is central to the choices the college makes about programs and services, and the mission guides decision-making and planning and resource allocation; furthermore, the mission informs instructional goals for student learning and achievement.

Evidence of Meeting the Standard

Programs and Services

LASC’s programs and services are aligned with its mission statement.

- The College’s program review process ensures that all programs and services are aligned with the mission. A comprehensive program review is conducted every six years with shorter, focused annual reviews conducted each year in between.
- In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the Strategic Plan, and thus the college mission. For a more detailed description of this process, see the College response to Standard I.B.5 (I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle).

Decision-Making and Planning

LASC’s mission guides institutional decision-making and planning.

- The mission is operationalized through the College’s Strategic and Master Plans. The Strategic Plan takes the mission statement and translates it into five broad college-wide goals.
- These goals are then further operationalized in the Campus Master Plans, which set out the specific activities that will be undertaken to meet the goals of the Strategic Plan, and thus ensure that we accomplish our mission (I.A.3-1: 2014-2020 LASC Strategic Plan).

Resource Allocation

LASC’s mission guides resource allocation.

- The Strategic Plan and the mission also guide resource allocation. During the program review process, programs request resources that are necessary for them to
meet their program goals. These requests are sent to the LASC Budget Committee for review and prioritization. Requests are prioritized using a rubric that assesses how well each request will further the college’s progress towards its strategic goals (I.A.3-2: Budget Allocation Scoring Rubric).

- After all requests are prioritized, the highest-prioritized requests (i.e. those that are most closely aligned with the college mission and will further the College’s progress towards its strategic goals) are funded, depending on the available College budget. For a more detailed description of this planning and budgeting process, see the College’s response to Standard I.B.9.

**Institutional Goals for Student Learning and Achievement**

**Analysis and Evaluation**

The College meets this Standard. Through the College’s integrated planning process, the College mission guides decision-making, planning, resource allocation, and informs institutional goals for student learning and achievement.

**Evidence**

I.A.3-1: Los Angeles Southwest College Integrated Planning Cycle  
I.A.3-2: 2014-2020 LASC Strategic Plan  
I.A.3-3: Budget Allocation Scoring Rubric

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

LASC articulates its mission in a widely published statement that is approved by the governing board. LASC periodically reviews and updates the mission statement as necessary.

**Evidence of Meeting the Standard**

**Widely Published**

LASC ensures that the mission statement is widely published.

- The mission statement is published in the college catalog, the course schedule, the annual college profile, the 2014-2020 Strategic Plan, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, and in multiple locations on the college website (I.A.4-1: College Catalog, I.A.4-2: Course Schedule, I.A.4-3: Annual College Profile, I.A.4-4: 2014-2020 LASC Strategic Plan, I.A.4-5: Educational Master Plan, I.A.4-6: Facilities Master Plan, I.A.4-7: Technology Master Plan, I.A.4-8: College website screenshots).

- Further, many faculty, staff, and administrators have chosen to include the mission in the signature line of their campus email.
• The mission is also displayed on the College’s “Jumbotron”, which is a 15-foot-tall, LED-illuminated sign that faces the corner of Western Avenue and Imperial Highway. This ensures that all motorists, pedestrians, and community residents who pass through this busy intersection are aware of our mission (I.A.4-9: Photo of Mission Statement displayed on Jumbotron).

**Reviewed and Updated**

The college community reviews the College’s mission statement regularly and updates the mission statement as necessary.

• LASC’s mission statement is revised as needed to accurately reflect the College’s broad educational purposes and service to the community.

• The process for this revision is documented in the College’s Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook).

• This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.A.4-11: March 24, 2014 Academic Senate minutes, I.A.4-12: March 25, 2014 College Council minutes, I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes).

**Analysis and Evaluation**

The College meets this Standard. The mission statement is periodically reviewed and updated as necessary. Once updated, the governing board approves it, and it is widely published.

**Evidence**

I.A.4-1: College Catalog
I.A.4-2: Course Schedule
I.A.4-3: Annual College Profile
I.A.4-4: 2014-2020 LASC Strategic Plan
I.A.4-5: Educational Master Plan
I.A.4-6: Facilities Master Plan
I.A.4-7: Technology Master Plan
I.A.4-8: College website screenshots
I.A.4-9: Photo of Mission Statement displayed on Jumbotron
I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook
I.A.4-11: March 24, 2014 Academic Senate minutes
I.A.4-12: March 25, 2014 College Council minutes
I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes
I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Ongoing self-reflective dialog about student learning and institutional effectiveness occurs across all levels at Los Angeles Southwest College. Discussions occur at the level of the unit, division, college committees, and the College President.

Evidence of Meeting the Standard

Dialog at the Department/Unit Level

Sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur at the department/unit level in multiple venues.

- First, discussions regularly occur in department meetings (I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes).
- Dialog occurs more systematically, however, in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Next, they discuss how well their program is meeting the needs of LASC students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year’s program review (I.B.1-2: Instructional Program Review Guide).
- These program reviews are publicly available on the college website. Screenshots of SLO responses from a 2014 program review provide an example of this (I.B.1-3: Screenshots of SLO responses from 2014 program review). For a more detailed discussion of this program review process, see the College’s response to Standard I.B.5.

Dialog at the Committee Level

At a broader level, dialog student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is sustained throughout the college committee system.

- The College’s SLO Committee, Student Success Committee, Strategic Planning Committee, Academic Senate, Distance Education, and College Council each meet monthly and discuss matters to ensure that continuous quality improvement is occurring in each of these areas (I.B.1-4: 2014-2015 College Committee Calendar, I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
To illustrate, here are few recent examples of these committee discussions. On March 5, 2015, the Strategic Planning Committee spent the majority of their meeting in a dialog about institution-set standards. The committee reviewed and discussed student achievement data from the last five years, the current institution-set standards, and whether to modify them or not (I.B.1-6: March 5, 2015 Strategic Planning Committee minutes). On April 14, 2015, the Academic Senate had a robust discussion about Student Learning Outcomes, and how to improve the College’s strategy for ensuring that all courses are being regularly assessed (I.B.1-7: April 14, 2015 Academic Senate minutes). On October 20, 2014, the Distance Education Committee had an in-depth discussion about improving pedagogy in online classes (I.B.1-8: October 20, 2014 Distance Education Committee minutes).

To further improve this dialog, the SLO committee has appointed SLO coordinators for each department. This facilitates an ongoing dialog between the SLO committee, academic departments, the Office of Academic Affairs, and the Office of Institutional Effectiveness. In addition, these coordinators/liaisons meet regularly with departments to help faculty craft effective and measurable SLOs, along with strategies to assess them. (I.B.1-9: April 21, 2015 SLO committee minutes). A similar approach to ensuring an ongoing dialog is the Strategic Planning Committee’s appointment of liaisons for each campus committee. These committee liaisons provide monthly updates and continuity between the Strategic Planning Committee and subcommittees (I.B.1-10: October 2, 2014 SPC minutes).

**Dialog at the College Level**

At the college level, there are multiple events and meetings in which dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs.

- Each year, during the week before the fall semester, a campus-wide planning retreat is held. At this retreat, faculty, staff, administrators, and students review data on how well the college is progressing towards its strategic goals (I.B.1-11: 2014 planning retreat materials). They also discuss college- and program-level goals and plans for the coming year (I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook).
- During each fall and spring semester, the Professional Growth Committee organizes a FLEX Day at which faculty discuss a variety of issues related to improving student learning and achievement. In spring 2015, for example, the college hosted Dr. Bethanie Tucker from Aha Process, Inc., who held an interactive day-long workshop on understanding and engaging under-resourced college students. In addition to the workshop, faculty received a copy of Dr. Tucker’s book on the same topic (I.B.1-12: Spring 2015 Flex day agenda). Two campus administrators received train-the-trainer certification to continue campus dialogue and service to support under-resourced students.
- The college also recently completed its Student Equity Plan (I.B.1-13: LASC Student Equity Plan). The process for developing the plan included extensive discussions about student equity across the campus. A Student Equity Planning Committee was
convened as a subcommittee of the Student Success Committee. This group held a student equity retreat on May 2, 2014, in which faculty, staff, and administrators began frank and candid discussions about equitable outcomes for students on our campus. Core groups were created that focused on specific equity outcomes, and continued meeting throughout the summer.

- At the fall 2014 college-wide planning retreat, these groups presented their data and their plans for improving student equity. A presentation on student equity was also given at the Fall 2014 FLEX Day (I.B.1-14: Fall 2014 Flex day agenda). The plan was presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the Fall 2014 semester (I.B.1-15: September 23, 2014 Academic Senate minutes, I.B.1-16: October 6, 2014 College Council minutes, I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes).

**Dialog about Improvement of Student Learning through DE Mode**

**Analysis and Evaluation**

The College meets the Standard. Sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs regularly throughout all levels of the College.

**Evidence**

I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes  
I.B.1-2: Instructional Program Review Guide  
I.B.1-3: Screenshots of SLO responses from 2014 program review  
I.B.1-4: 2014-2015 College Committee Calendar  
I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook  
I.B.1-6: March 5, 2015 Strategic Planning Committee minutes  
I.B.1-7: April 14, 2015 Academic Senate minutes  
I.B.1-8: October 20, 2014 Distance Education Committee minutes  
I.B.1-9: April 21, 2015 SLO committee minutes  
I.B.1-10: October 2, 2014 SPC minutes  
I.B.1-11: 2014 planning retreat materials  
I.B.1-12: Spring 2015 Flex day agenda  
I.B.1-13: LASC Student Equity Plan  
I.B.1-14: Fall 2014 Flex Day agenda  
I.B.1-15: September 23, 2014 Academic Senate minutes  
I.B.1-16: October 6, 2014 College Council minutes  
I.B.1-17: November 11, 2014 LACCD Board of Trustees minutes

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

LASC has developed a process for Student Learning Outcome (SLO) assessment, analysis, implementation, and reassessment.
Evidence of Meeting the Standard

Defines SLOs

Los Angeles Southwest College is committed to student learning. As such, 100% of courses, programs, and student support services have defined SLOs.

Instructional Programs

Learning Support Services

Assesses SLOs

The College has developed a six-semester cycle that includes assessment and reassessment of SLOs.

- In 2010, the College developed a six-semester cycle of SLO assessment, analysis, implementation, and reassessment (I.B.2-1: LASC Six-Semester SLO cycle).
- Through this cycle, the College has ongoing assessment occurring in 83% of its courses and 61% of its programs.

Instructional Programs

Learning Support Services

Development and Evaluation in DE

Changes that Have Resulted from SLO Assessment

Analysis and Evaluation

Student learning outcomes are defined and are beginning to be regularly assessed. Although the College has had some recent difficulties in tracking SLO assessments, specific actions have been taken to overcome these difficulties and to ensure that they are unlikely to occur again in the future.

In Fall 2014, under new leadership, the SLO Committee modified the 2010 SLO timeline from six semesters (I.B.2-2: SLO Committee minutes where this occurred). This change has resulted in more frequent assessment, analysis, and implementation.

Currently, the College is without an online SLO system. SLO’s are tracked through Microsoft Word documents, which can lead to difficulties in tracking changes over time. To rectify this situation, the SLO Committee has reached out to SLO software companies, and has received demonstrations of various systems (I.B.2-3: SLO Committee minutes where software demonstrations happened). After evaluating these systems, the College committed funds to purchase system, which will be implemented in (I.B.2-4: SLO Software Implementation Plan). After implementation, the new system will be evaluated for effectiveness. It is expected that these changes will improve upon LASC’s ability to track
and improve student learning. Further, they will reduce the College’s reliance upon a single individual for ensuring the student learning is assessed.

The changes to the SLO timeline and the SLO tracking system will further embed this process in the campus infrastructure and ensure that it is resistant to staff turnover.

**Evidence**

I.B.2-1: LASC Six-Semester SLO cycle  
I.B.2-2: SLO Committee minutes where this occurred  
I.B.2-3: SLO Committee minutes where software demonstrations happened  
I.B.2-4: SLO Software Implementation Plan

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

LASC has set standards for student achievement that are appropriate to its mission, assesses how well it is achieving these standards, and publishes this information.

**Evidence of Meeting the Standard**

**Establishes Standards**

The College has established institution-set standards appropriate to its mission.

- In 2013, the first year that institution-set standards were required by the ACCJC, the Vice President of Academic Affairs and the Dean of Institutional Effectiveness developed institution-set standards. Since then, the process for evaluating and assessing institution-set standards has become much more inclusive and well formulated.

**Assesses Achievement of Standards**

LASC’s Strategic Planning Committee regularly assesses how well it is meeting institution-set standards.

- In March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years (I.B.3-1: March 6, 2014, Strategic Planning Committee minutes; I.B.3-2: March 5, 2015, Strategic Planning Committee minutes).
- This examination has led to robust and candid discussions about how to improve student achievement. It should also be noted that the Strategic Planning Committee is composed of members from all major campus constituencies (I.B.3-3: 2014-2015 Strategic Planning Committee Member List). The varying viewpoints held by committee members from different constituencies have resulted in deep, textured conversations about the challenges our students face on the path to completion.
Based on the data, committee discussion, and an evaluation of campus-wide changes that will impact student achievement (e.g. curricular changes, new programs, etc.), the committee votes to keep the standards as they are, or to modify them. For the most part, the committee has decided to set standards at 95% of the previous five-year average. This will ensure that student achievement will not fall below its current level while still allowing for year-to-year statistical fluctuations in the data.

**DE-Specific Standards**

**Publishes Information**

LASC publishes information about the institution-set standards online.

- After the Strategic Planning Committee discusses and evaluates the institution-set standards, they are approved and posted on the Strategic Planning Committee website.

**Analysis and Evaluation**

The College meets this Standard. Institution-set standards for student achievement have been established, and the College regularly assesses its performance against those standards. This information is published on the College website.

**Evidence**

I.B.3-1: March 6, 2014, Strategic Planning Committee minutes
I.B.3-2: March 5, 2015, Strategic Planning Committee minutes
I.B.3-3: 2014-2015 Strategic Planning Committee Member List

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

LASC uses SLO assessment and student achievement data in college planning to improve student learning and achievement.

**Evidence of Meeting the Standard**

**Uses Assessment Data**

Both SLO assessment and student achievement data are incorporated into program review, which is an integral component of the College’s planning and resource allocation process.

- Programs analyze student learning and achievement data, provide an explanation for any trends observed, set objectives to improve upon the data, implement those objectives, request resources necessary to achieve them, and then evaluate them (I.B.4-1 LASC Participatory Decision Making and Integrated Planning Handbook).
• The College Budget Committee prioritizes resource requests using a rubric that assigns a higher weight to requests that support the College’s Strategic Goals (I.B.4-2 LASC Budget Committee Budget Allocation Request Scoring Rubric, I.B.4-3: 2015-2016 Budget Allocation Request Prioritization). This process occurs annually, and ensures that the College’s resources are allocated in a manner that supports student learning and achievement.

• Much more detail on the program review process can be found in the College’s response to Standard I.B.5. More detail on the planning and budgeting process can be found in College’s response to Standard I.B.9.

**Organizes Processes**

Assessment data are also used to organize processes to improve student learning and achievement.

• At a broader level, assessment and achievement data are used to develop the College mission, Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Master Plan.

• The mission sets the overall direction of the campus, which is then operationalized through the Goals of the Strategic Plan and the Objectives and Activities in the Master Plans. These plans are central in the organization of the College’s institutional processes. For more detail, see the College’s responses to Standard I.A.2 and Standard I.B.9.

**Analysis and Evaluation**

The College meets the Standard. Assessment and achievement data are used to organize institutional processes to support student learning and achievement. The College Strategic and Master Plans are developed through an extensive analysis of data and guide and organize the College towards student learning and achievement.

All programs on campus complete program reviews, which are guided by these plans and include data analysis to determine how to improve program-level processes.

**Evidence**

I.B.4-1 LASC Participatory Decision Making and Integrated Planning Handbook
I.B.4-2 LASC Budget Committee Budget Allocation Request Scoring Rubric
I.B.4-3: 2015-2016 Budget Allocation Request Prioritization
I.B.4-4: Los Angeles Southwest College Integrated Planning Cycle

**Institutional Effectiveness**

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

**Evidence of Meeting the Standard**

**Program Review**

All instructional, student service, and administrative service programs are regularly reviewed to ensure that they are working to accomplish the College mission.

- A comprehensive program review is conducted every six years with shorter, focused annual reviews conducted each year in between. In both the comprehensive and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year.

**Evaluation of Goals and Objectives**

LASC engages in ongoing evaluation of programs and services.

**Analysis of Quantitative and Qualitative Data**

LASC analyzes both qualitative and quantitative data and disaggregates data by program type and mode of delivery.

- In the first step of the process, programs analyze program-specific and college-level data on measures that align directly with each goal of the Strategic Plan, and thus with the College mission. Enrollment and success data are disaggregated by ethnicity and gender, as well as by mode of delivery (I.B.5-1: Instructional Program Review Datasheet).
- Programs provide an explanation for the data and any trends observed. Next, they evaluate progress made on objectives that they developed in previous years. As a result of this evaluation and the analysis of their program data, they refine their previous year objectives, roll them over unchanged, or develop new objectives for the coming year. In addition, programs respond to an extensive set of SLO questions each year (I.B.5-2: Screenshot of SLO Portion of Instructional Program Review).
- These questions are similar to those that are required on the ACCJC annual report, and are designed to elicit thoughtful program- and college-level discussions on how to improve student learning.

**Analysis and Evaluation**

The College meets this Standard. All instructional, student service, and administrative service programs go through an annual program review and planning process. Programs analyze
data, develop objectives to improve upon the data, request resources necessary to meet those objectives, and then evaluate the objectives.

To better meet the needs of the College, the program review process has been revised and moved to an online system. A recent evaluation indicates that this revision has been successful at improving the transparency of the program review process, and at reducing the time necessary to complete it.

Beginning in Spring 2014, the College evaluated and revised its program review process (I.B.5-3: March 13, 2014 Program Review Committee minutes, I.B.5-4: April 29, 2014 Program Review Committee minutes, I.B.5-5: May 8, 2014 Program Review Committee minutes). One of the major issues identified in this evaluation was the need to improve the transparency of the process. To address this need, LASC purchased the Microsoft SharePoint system in Summer 2014. Previously, program reviews were completed in Microsoft Word documents, and were emailed between faculty initiators, department chairs, deans, and vice presidents. This led to a fairly closed system, which made it difficult to track programs’ progress towards program review completion.

The new online system allows anyone to view the status of every program review at any time. In addition, because all program reviews are publicly available on the college website, faculty and staff who are completing their program reviews can view those from other programs. This allows them to see how other programs in different areas answered the same questions, which can spur the generation of new and innovative ideas, and the development of best practices. This increased transparency has led to a more concerted effort toward program review completion in a timely manner.

The LASC Program Review Committee revised the program review form itself during the spring 2014 semester (I.B.5-3: March 13, 2014 Program Review Committee minutes, I.B.5-4: April 29, 2014 Program Review Committee minutes, I.B.5-5: May 8, 2014 Program Review Committee minutes). The committee spent multiple meetings evaluating the form. As a result of this evaluation, a number of changes were made. Redundancies and irrelevant portions of the program review were removed. Further, special attention was paid to creating a stronger link between program planning objectives and resource allocation requests. This resulted in a revised program review form that directly aligned college strategic goals, program objectives, and resource allocation requests. The Academic Senate approved this form on May 13, 2014 (I.B.5-6: May 13, 2014 Academic Senate minutes).

This online system also allows faculty and staff to easily view their objectives for the coming year. The revised form is broken into modules for each goal of the college strategic plan. After setting annual objectives for each goal of the strategic plan, programs can view a summary table of all their objectives for the coming year. In this summary table, they prioritize their objectives and associated resource requests. As a result, the College, the public, and all programs have 24/7 access to prioritized program objectives and resource requests.
This revised process was evaluated in fall 2014. A survey was sent to all program review faculty initiators, department chairs, deans, and vice presidents. The majority of respondents indicated that the online form was easy to use, and that the revised process was more transparent than it was prior to the revision (I.B.5-7: 2014 Program Review Evaluation Report). In addition, the time required for programs to complete their program review was reduced substantially. In previous years, nearly all programs completed their reviews, however, many were submitted after the deadline. In the revised process, the vast majority of both instructional and non-instructional programs completed their program reviews on time. Thus, this revised process has addressed a number of college needs and ensures that programs are meeting the goals of the College Strategic Plan, and that the College is accomplishing its mission.

Evidence

I.B.5-1: Instructional Program Review Datasheet
I.B.5-2: Screenshot of SLO Portion of Instructional Program Review
I.B.5-3: March 13, 2014 Program Review Committee minutes
I.B.5-4: April 29, 2014 Program Review Committee minutes
I.B.5-5: May 8, 2014 Program Review Committee minutes
I.B.5-6: May 13, 2014 Academic Senate minutes

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

LASC disaggregates and analyzes learning outcomes and achievement for subpopulations of students, identifies performance gaps, implements strategies to mitigate these performance gaps, and evaluates the efficacy of these strategies.

Evidence of Meeting the Standard

Disaggregates and Analyzes Learning Outcomes

The College has extensively analyzed disaggregated student achievement data for a number of years.

- In 2010, Los Angeles Southwest College joined the Achieving the Dream (ATD) initiative. This nationwide reform movement focuses specifically on closing achievement gaps for students who have been historically underrepresented in higher education. Through this effort, the College has analyzed data on student achievement for different groups, and has allocated resources to develop programs and services to meet the specific needs of these groups.
- Data disaggregation also occurs at the program level in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and
student learning outcomes. Then, they discuss how well their program is meeting the needs of our students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year’s program review (I.B.6-8: Instructional Program Review Guide). For a more detailed discussion of this process, see the College’s response to Standard I.B.5.

- The college also recently completed its Student Equity Plan (I.B.6-3: LASC Student Equity Plan). The process for developing the plan included an extensive analysis of disaggregated data, as well as discussions about student equity across the campus. A Student Equity Planning Committee was convened as a subcommittee of the Student Success Committee. This group held a student equity retreat on May 2, 2014, in which faculty, staff, and administrators examined disaggregated data, and began frank and candid discussions about equitable outcomes for students on our campus. Core groups were created that focused on specific equity outcomes, and continued meeting throughout the summer.

**Implements Strategies to Address Performance Gaps**

LASC has implemented several robust strategies to address performance gaps.

- ATD analyses demonstrated that male students of color were achieving outcomes at a substantially lower rate than female students. In response, the College developed The Passage Program, which specifically addresses the needs of under-prepared and under-resourced African American and Hispanic males. The program is an academic and student support service designed to increase the academic success of these students (I.B.6-1: Screenshot of Passage Program Webpage).

- Additional analyses of our service area demonstrated that our community is shifting from a predominantly Black population to a predominantly Hispanic population. In response, the College developed the Bridges to Success Program, which addresses the needs of the English as a Second Language student, as well as those students seeking to obtain American citizenship (I.B.6-2: Screenshot of Bridges to Success Webpage).

- At the fall 2014 college-wide planning retreat, Student Equity Committee Core Groups presented their disaggregated data and their plans for improving student equity. A presentation on student equity was also given at the fall 2014 FLEX Day (I.B.6-4: Fall 2014 Flex day agenda). The disaggregated data and plan was presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the fall 2014 semester (I.B.6-5: September 23, 2014 Academic Senate minutes, I.B.6-6: October 6, 2014 College Council minutes, I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes).

- As a result of this plan, resources have been allocated to ensure that all groups on campus achieve equitable outcomes. To increase Hispanic enrollment, the Outreach and Recruitment office hired multiple bilingual recruiters. In addition, marketing efforts have branched out to Spanish-language media. To improve outcomes for basic skills students, supplemental instruction and tutoring have been expanded into a larger number of high-enrollment, low-success courses.

**Evaluates Efficacy of these Strategies**
Analysis and Evaluation

The College meets this Standard. Student achievement data is regularly disaggregated and analyzed. These analyses have led to the College allocating resources in specific areas to ensure that low-performing groups receive the support they need to thrive. Further, the College has started the process of analyzing disaggregated SLO data, and has allocated resources to better institutionalize this process.

With regard to disaggregated SLO, the College is still in the early stages of the process. For this to occur fully, the College would need to capture SLO data at the student level (e.g. John Smith scored a 5 out of 6 on his assessment), link that data to the student’s demographic information, and then analyze the results. However, our current process captures data and presents it in the aggregate (e.g. 85% of students met the SLO benchmark). Further, the College is without a software system that would easily allow for student-level data to be entered and analyzed. This is a deficiency that the College has noted and is taking steps to address.

First, the College has allocated resources to purchase a software system that would make this type of analysis possible. In Spring 2015, the College reached out to two SLO software companies (i.e. eLumen, TracDat) to determine if they would meet our needs. Demonstrations of each system were given at SLO Committee meetings (I.B.6-9: Minutes from SLO Committee meetings, May). As a result of these demonstrations, it was clear that eLumen/TracDat would best meet the needs of our College. This system was purchased and implemented in Fall 2015 (I.B.6-10: Evidence of implementation).

Prior to this occurring, the Office of Institutional Effectiveness performed an analysis of Institutional SLOs using a biannual student survey in order to begin a discussion about disaggregated student learning outcome data (I.B.6-11: Preliminary Disaggregated ISLO Report). The data for this report were based on a student survey that is administered approximately every two years. While not a true assessment of student learning, this analysis was enlightening in that it showed how students from different groups perceive their own learning outcomes. This report was presented at the Academic Senate in Spring 2015, where it generated a good deal of discussion (I.B.6-12: April 14, 2015 Academic Senate minutes). Once eLumen/TracDat is fully implemented, the Office of Institutional Effectiveness plans to examine how closely these student perceptions align with direct assessments of ability. It is expected that this analysis will help the College better understand how to ensure that students from all groups learn in an effective manner.

Evidence

I.B.6-1: Screenshot of Passage Program Webpage
I.B.6-2: Screenshot of Bridges to Success Webpage
I.B.6-3: LASC Student Equity Plan
I.B.6-4: Fall 2014 Flex day agenda
I.B.6-5: September 23, 2014 Academic Senate minutes
I.B.6-6: October 6, 2014 College Council minutes
I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes
I.B.6-8: Instructional Program Review Guide
I.B.6-9: Minutes from SLO Committee meetings, May
I.B.6-10: Evidence of implementation
I.B.6-11: Preliminary Disaggregated ISLO Report
I.B.6-12: April 14, 2015 Academic Senate minutes

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

Evidence of Meeting the Standard

Los Angeles Southwest College utilizes multiple evaluation mechanisms to assure institutional effectiveness. These include program review, point-of-service surveys, financial audits, and governance process evaluations. Further, the Office of Institutional Effectiveness generates ad-hoc data reports that are necessary to evaluate specific programs or services.

Instructional Programs

LASC regularly evaluates its instructional programs through an annual program review.

- All instructional, student service, and administrative service programs complete an annual program review. Instructional programs analyze student learning and achievement data, describe trends in the data, and develop objectives for improvement.

Student and Learning Support Services

LASC uses several mechanisms to evaluate student and learning support services.

- Student service and administrative service programs analyze student achievement data, as well as responses to annual point-of-service surveys. The surveys are used to evaluate specific policies and practices in each student service and administrative service program.
- After an analysis of this data, these programs also develop objectives for improvement. These objectives often involve improving a specific aspect of the program’s practices.
- Additional resources that are necessary to complete the objectives are requested by the program, and then prioritized by the Budget Committee using a rubric that gives a higher weight to requests that will further the College’s Strategic Goals. Objectives are then implemented and their effectiveness is evaluated in the subsequent year’s program review (I.B.7-1 LASC Participatory Decision-Making & Integrated Planning Handbook).
• For a detailed description of this process, please see the College’s response to Standard I.B.5.

Resource Management

The College’s management of resources is evaluated through regular financial audits.

Governance Processes

The College’s governance processes are also regularly assessed for effectiveness.

• College committees submit a written self-evaluation of their work to the Strategic Planning Committee, College Council, and College President at the end of the academic year (I.B.7-2: Committee Self-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.

• One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue. At the November 5, 2012 meeting of the College Council (I.B.7-3 November 5, 2012 College Council minutes) 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, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.B.7-4 December 6, 2012 SPC minutes). This assessment was framed by the 2012-2013 LASC Functional Map document (I.B.7-5 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.B.7-6 December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations (I.B.7-7 March 12, 2013 Academic Senate minutes and I.B.7-8 April 8, 2013 College Council minutes) in the spring of 2013.

• To ensure that College staff have a clear understanding of the governance process, The College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.B.7-1 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.

Assessment of Effectiveness of Cycle of Evaluation

Analysis and Evaluation

The College meets the Standard. Policies and practices are regularly evaluated through multiple mechanisms across the institution to ensure institutional effectiveness.

Evidence
I.B.7-2: Committee Self-Evaluation Form
I.B.7-3: November 5, 2012 College Council minutes
I.B.7-4: December 6, 2012 SPC minutes
I.B.7-5: LASC Functional Map
I.B.7-6: December 6, 2012 SPC minutes
I.B.7-7: March 12, 2013 Academic Senate minutes
I.B.7-8: April 8, 2013 College Council minutes

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

Los Angeles Southwest College broadly communicates information pertaining to its assessment and evaluation activities in a clear and concise manner.

Evidence of Meeting the Standard

Communicates Results

The College communicates results of assessment and evaluation activities through an array of means.

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports, are posted on the College Website (I.B.8-1: Screenshot of Accreditation webpage). Upon completion, Self-Evaluations are presented to the Academic Senate, College Council, Board of Trustees, and are emailed to all faculty and staff (I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation; I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation; I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation; I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College’s broad goals (I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan; I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage). Upon its completion, it was presented to the Academic Senate, College Council, Board of Trustees, and was emailed to all faculty and staff (I.B.8-8: March 24, 2014, College Council minutes; I.B.8-9: March 25, 2014, Academic Senate minutes; I.B.8-10: January 28, 2015 LACCD Board of Trustees minutes; I.B.8-11: Strategic Plan email to LASC employees).
- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of both data and previous plans, and describe the activities that will be undertaken to ensure that the College reaches its Strategic Goals (I.B.8-12: Screenshot of Educational Master Plan webpage; I.B.8-13: Screenshot of Facilities Master Plan webpage; I.B.8-14: Screenshot of Technology Master Plan webpage).
Since 2010, all completed program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program review data are posted on the site (I.B.8-15: Screenshot of old Program Review webpage; I.B.8-16: Screenshot of new Program Review webpage).

Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.B.8-17: Screenshot of SLO Committee webpage). The SLO Coordinator also gives regular updates on SLO assessments to the Academic Senate (I.B.8-18: April 24, 2015, Academic Senate minutes).

The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.B.8-19: Fall 2014 College Profile; I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage).

A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.B.8-21: Screenshot of College Data and Reports webpage).

The California Community Colleges Student Success Scorecard, and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.B.8-23: Screenshot of White House College Scorecard on OIE webpage).


**Analysis and Evaluation**

The College meets the Standard. Assessment and evaluation activities are broadly communicated through a variety of means. This ensures that the College has a shared understanding of its strengths and weakness and sets appropriate priorities.

**Evidence**

I.B.8-1: Screenshot of Accreditation webpage
I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation
I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation
I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation
I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation
I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan
I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage
I.B.8-8: March 24, 2014, College Council minutes
I.B.8-9: March 25, 2014, Academic Senate minutes
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

LASC engages in continuous, broad based, systematic evaluation and planning in order to accomplish its mission and improve institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Integrated Planning Cycle

Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link to one another in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation.

- The components of the College’s integrated planning cycle are listed below (I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle):
  - **Mission Statement** - Describes the College’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
  - **Strategic Plan** - Articulates how the College plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the College.
  - **Master Plans** - The three Master Plans: (1) Education Master Plan, (2) Technology Master Plan, and (3) Facilities Master Plan, and Campus Plans: (1) CTE Plan… describe the institutional objectives and activities that will be
undertaken to achieve the college’s Institutional Goals as articulated in the Strategic Plan.

- **Program Reviews and Program Plans** - Program Reviews and Program Plans describe how each program will contribute to the achievement of the institutional goals and the strategic objectives developed in the three Master Plans.

- **Integrated College Operational Plan** - The Integrated College Operational Plan (ICOP) draws from the Master Plans and Program Plans. It includes measurable objectives and activities, which can be accomplished within a 12-month period.

- **Resource Allocation** - Resources are prioritized and allocated based on college-wide and program plans.

- **Implementation** – The college implements college-wide and program plans by completing the activities identified in the Integrated College Operational Plan (ICOP).

- **Evaluation** - The College evaluates its progress in meeting its Institutional Goals and Objectives and completing the activities identified in the ICOP. The college also evaluates the planning and decision-making processes in its integrated planning cycle.

The results of these assessments lead to improvements in the college’s services to its students. The entire planning process is guided by the higher-level plans of the State of California Community College Chancellor’s Office and the Los Angeles Community College District.

### Short- and Long-Range Needs

LASC’s institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

- LASC’s integrated planning process includes both long-term (i.e. six-year, I.B.9-2: L.A. Southwest College Six-Year Planning Cycle) and short term (i.e. annual, I.B.9-3: L.A. Southwest College Annual Planning Cycle) goals, activities, and measures (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook).


- The annual elements of this process include program reviews and program plans, the integrated college operational plan, resource allocation, implementation, and evaluation.

- At the first step in the annual process, every instructional, student service, and administrative service program completes a program review and program plan. Programs analyze data, provide a narrative about it, and then develop measurable objectives to improve the data. If additional resources are necessary to meet those objectives, they are requested through this process. Programs cannot request additional resources unless they are tied to a specific program objective. An example of this is an excerpt from the Child Development Program’s 2014-2015 annual program review (I.B.9-6: Screenshot of Child Development Annual Program Review.

- After program reviews and plans have been completed, the program objectives are summarized in the Integrated College Operational Plan (ICOP). An annual planning retreat is held each year during the week before the fall semester. At this retreat, the ICOP is augmented with the activities and strategies from the campus master plans that the college believes are the most important for the coming year. After this step, the ICOP is completed, and contains all annual college and program planning objectives and strategies for the year (I.B.9-9: 2015-2016 Integrated College Operational Plan).

- The budget allocation requests from program reviews and program plans are sent to the LASC Budget Committee. This committee prioritizes these requests using a rubric that assesses how well each request will further the college’s progress towards its strategic goals (I.B.9-10: Budget Allocation Scoring Rubric).

- Depending on the available college budget, the highest-prioritized requests then receive funding (I.B.9-11: 2015-2016 Budget Allocation Request Prioritization).

- The program and college objectives are then implemented. After implementation, programs evaluate the effectiveness of their objectives and activities in the next year’s program review. The college-wide goals and activities are evaluated at the next annual planning retreat. As a result of those evaluations and of an analysis of data, programs then continue work on their objectives, or they develop new objectives. Thus, an ongoing cycle of data analysis, planning, resource allocation, implementation, and evaluation occurs annually and ensures that the college is working effectively to meet both its short-term and long-term goals.

**Analysis and Evaluation**

The College meets the Standard. Program review, planning, and resource allocation are integrated into a comprehensive planning process that ensures that the College accomplishes its mission. Long-term and short-term planning processes are in place and they link together in a way that ensures that the College can meet the needs of its educational programs and services.

Work has also been done recently to improve communication of this process throughout the campus. A survey of 2014-2015 program review participants found that 42 percent of respondents did not fully understand how program review budget requests were prioritized for funding (I.B.9-12: 2014 Program Review Evaluation Report). To better communicate these processes, a revised Participatory Decision-Making & Integrated Planning Handbook was created in Spring 2015 (I.B.9-4: LASC Participatory Decision-Making & Integrated Planning Handbook). This Handbook replaced the prior 2011 Handbook. The revised version contains much more information than its predecessor, and it also includes many more diagrams and graphics. As a result, it is much easier to read and understand than the 2011 version. It is posted on the Strategic Planning Committee website, and should serve as a valuable resource for years to come.
Evidence

I.B.9.1: Los Angeles Southwest College Integrated Planning Cycle
I.B.9.2: L.A. Southwest College Six-Year Planning Cycle
I.B.9.3: L.A. Southwest College Annual Planning Cycle
I.B.9.5: 2014-2020 LASC Strategic Plan
I.B.9.6: Screenshot of Child Development Annual Program Review Data Chart
I.B.9.7: Screenshot of Child Development Annual Program Review Explanation of Findings
I.B.9.8: Screenshot of Child Development Annual Program Review Objectives
I.B.9.9: 2015-2016 Integrated College Operational Plan
I.B.9.10: Budget Allocation Scoring Rubric
I.B.9.11: 2015-2016 Budget Allocation Request Prioritization
I.C. Institutional Integrity

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

The college takes pride in providing the college community with information in a clear and concise manner that aims to be accurate and easily accessible.

Evidence of Meeting the Standard

Information on Campus Website

The College website contains a vast amount of information, and is updated with pertinent information in a timely manner (I.C.1-1: Screenshot of LASC website).

The majority of information on the website is publicly accessible, including the following:
- The College’s current accreditation status, and all accreditation reports since 2006
- The College Mission Statement and Strategic Plan
- Educational Master Plan, Facilities Master Plan, Technology Master Plan
- Course, program, and institutional learning outcomes
- Hours of operation and information about student support services
- Degree, Certificate, and Transfer requirements
- Student achievement data
- CCCCCO Student Success Scorecard
- White House College Scorecard
- The College Catalog
- Course Schedules
- Program reviews from all instructional and non-instructional programs
- The College’s Annual Security Report

Information about DE Programs

Assures Clarity, Accuracy, and Integrity of Information

LASC regularly reviews all information that is published in order to assure clarity, accuracy, and integrity of information.

- The College Public Information Officer regularly reviews and updates the information on the website. In addition, he oversees the information that is posted on the College “Jumbotron,” which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.
A Catalog Committee reviews the College Catalog annually. This committee includes faculty, staff, and administrators who work in conjunction with departments and deans to ensure the accuracy of the catalog information (I.C.1-2: 2014-2015 College Catalog).

The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is finalized and posted to the website. A daily open class list is published on the college website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each class (I.C.1-3: Fall 2015 Open Class List). If classes are added or cancelled after the publication of the PDF schedule, this list will automatically update to display the most up-to-date information.

**Gives Information on Accreditation Status**

LASC gives accurate information to students and the public about its accreditation status.

- The College’s current accreditation status and all accreditation reports since 2006 are publicly available on LASC’s website

**Analysis and Evaluation**

The College meets the Standard. The College conveys accurate and pertinent information to students and the public.

**Evidence**

I.C.1-1: Screenshot of LASC website
I.C.1-3: Fall 2015 Open Class List

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

Los Angeles Southwest College annually produces an online catalog for students and prospective students. It can be easily accessed through the college website (I.C.2-1: Screenshot of College Catalog Link on College Website).

**Evidence of Meeting the Standard**

**Facts, Requirements, Policies, and Procedures**

The online catalog includes all necessary facts, requirements, policies, and procedures listed in the ACCJC’s Catalog Requirements.
• The table below shows where each of the ACCJC Catalog Requirements can be found in the 2015-2016 College Catalog (1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog):

| Location of ACCJC Catalog Requirements in the 2015-2016 Los Angeles Southwest College Catalog |
|-----------------------------------------------|---------------------------------|
| **1. General Information**                    | **Page(s)**                     |
| Official Name, Address, Telephone Number and Website Address of the Institution | 2                              |
| Educational Mission                           | 2                              |
| Representation of accredited status with ACCJC | 15                             |
| Representation of accredited status with programmatic accreditors | 15                             |
| Course Offerings                              | 125                            |
| Program and Degree Offerings                  | 55                             |
| Student Learning Outcomes for Programs and Degrees | 59-100                        |
| Academic Calendar                             | 4                              |
| Program Length                                | 59-100                         |
| Academic Freedom Statement                    | 215                            |
| Available Student Financial Aid               | 41-54                          |
| Available Learning Resources                  | 189                            |
| Names and Degrees of Administrators and Faculty | 225-236                       |
| Names of Governing Board Members              | 224                            |
| **2. Requirements**                           | **Page(s)**                     |
| Admissions                                    | 19                             |
| Student Tuition, Fees, and Other Financial Obligations | 21-24                         |
| Degrees, Certificates, Graduation, and Transfer | 57                            |
| **3. Major Policies and Procedures Affecting Students** | **Page(s)**                     |
| Academic Regulations, including Academic Honesty | 210-220                       |
| Nondiscrimination                             | 212                            |
| Acceptance and Transfer of Credits            | 109                            |
| Transcripts                                   | 24-25                          |
| Grievance and Complaint Procedures            | 221                            |
| Sexual Harassment                             | 213                            |
| Refund of Fees                                | 24                             |
| **4. Locations or Publications Where Other Policies may be Found** | **Page(s)**                     |
|                                               | 181-210                        |

**Catalog Addresses DE Courses**

**Precise, Accurate, and Current information**

**Analysis and Evaluation**

The College meets this Standard. Los Angeles Southwest College provides an online catalog to students and prospective students that contains all the ACCJC Catalog Requirements.
Evidence

1.C.2-1: Screenshot of College Catalog Link on College Website
1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog

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

Los Angeles Southwest College regularly communicates matters of academic quality to appropriate constituencies.

Evidence of Meeting the Standard

Communication to Students and the Public

This information is publicly available on the college website for current and prospective students and the public.

Assessment of Student Learning and Evaluation of Student Achievement

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports are posted on the College Website (I.C.3-1: Screenshot of Accreditation webpage).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College’s broad goals (I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan; I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage).
- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of data and previous plans and describe the activities that will be undertaken to ensure that the College reaches its goals (I.C.3-4: Screenshot of Educational Master Plan webpage; I.C.3-5: Screenshot of Facilities Master Plan webpage; I.C.3-6: Screenshot of Technology Master Plan webpage).
- Since 2010, all program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program-level student achievement data are posted on the site (I.C.3-7: Screenshot of old Program Review webpage, I.C.3-8: Screenshot of new Program Review webpage).
- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.C.3-9: Screenshot of SLO Committee webpage).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.C.3-10: Fall 2014 College Profile; I.C.3-11: Screenshot of OIE webpage).
• A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.C.3-12: Screenshot of College Data and Reports webpage).

• The California Community Colleges Student Success Scorecard, and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage, I.C.3-14: Screenshot of White House College Scorecard on OIE webpage).

**Analysis and Evaluation**

The College meets the Standard. The LASC Office of Institutional Effectiveness documents assessments of student learning and evaluation of student achievement, which are used to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

**Evidence**

I.C.3-1: Screenshot of Accreditation webpage  
I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan  
I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage  
I.C.3-4: Screenshot of Educational Master Plan webpage  
I.C.3-5: Screenshot of Facilities Master Plan webpage  
I.C.3-6: Screenshot of Technology Master Plan webpage  
I.C.3-7: Screenshot of old Program Review webpage  
I.C.3-8: Screenshot of new Program Review webpage  
I.C.3-9: Screenshot of SLO Committee webpage  
I.C.3-10: Fall 2014 College Profile  
I.C.3-11: Screenshot of Office of Institutional Effectiveness webpage  
I.C.3-12: Screenshot of College Data and Reports webpage  
I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage  
I.C.3-14: Screenshot of White House College Scorecard on OIE webpage

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

LASC describes its certificates and degrees in terms of their purpose, course requirements, and expected learning outcomes, disseminates this information through the online catalog and LACCD website, and assures that information about its programs is clear and accurate.

**Evidence of Meeting the Standard**

**Online Catalog Description of Certificates and Degrees**

The College’s primary tool for disseminating information about certificates and degrees is the online catalog.
• Each degree and certificate that the College offers is described in detail in the catalog. Information about their purpose, content, course requirement, and expected learning outcomes is included (I.C.4-1: 2015-2016 Los Angeles Southwest College Catalog).
• An example of this can be seen in a screenshot of the description of the Associate of Arts (AA) degree in Administration of Justice (I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice).

Los Angeles Community College District Website

In addition, program and course information is publicly available through the Los Angeles Community College District’s Electronic Curriculum Development system.

• This system is accessible at http://ecd.laccd.edu, and allows anyone to search the requirements for any program or course offered at the College.

Degree and Certificate Information for DE Students

Assures Program Information is Clear and Accurate

Analysis and Evaluation

The College meets this Standard. All certificates and degrees are described in the college catalog in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence

I.C.4-1: 2015-2016 Los Angeles Southwest College Catalog
I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice

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

Los Angeles Southwest College regularly evaluates its policies, procedures, and publications to ensure their integrity, and these results are communicated with the campus community.

Evidence of Meeting the Standard

Institutional Policies

LASC regularly evaluates its institutional policies to assure integrity.

• First, each college committee submits a written self-evaluation of their work to the SPC, College Council, and College President at the end of the academic year (I.C.5-1
Committee Self-Evaluation Form). This report includes the committee’s action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.

- The college community also reviews the College’s mission statement regularly. It is revised as needed to accurately reflect the College’s broad educational purposes and service to the community.

- The process for this revision is documented in the College’s Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.C.5-8: LASC Participatory Decision-Making & Integrated Planning Handbook).

- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.C.5-13: March 24, 2014 Academic Senate minutes; I.C.5-14: March 25, 2014 College Council minutes; I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes).

Procedures

LASC also regularly evaluates its procedures to ensure integrity.

- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue.

- At the November 5, 2012 meeting of the College Council (I.C.5-2 November 5, 2012 College Council minutes) 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, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.C.5-3 December 6, 2012 SPC minutes). This assessment was framed by the 2012-2013 LASC Functional Map document (I.C.5-4 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.C.5-5 December 6, 2012 SPC minutes). These recommendations were approved by the Academic Senate and the College Council (I.C.5-6 March 12, 2013 Academic Senate minutes and I.C.5-7 April 8, 2013 College Council minutes) in the spring of 2013.

- To ensure that College staff has a clear understanding of the governance process, the College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.
• Through the program review process, the College evaluates the effectiveness of its educational programs and services. Annual surveys are performed in every student support service office to evaluate how well the procedures employed by those offices meet student needs. Students respond to questions about the hours of operation, the level of service they received, and their reason for visiting the office (I.C.5-9 Student Services program review surveys).

• This information is then evaluated by the student support services in their program review to determine how well their policies and procedures meet student needs, and the mission of the College. Instructional programs analyze data on student learning and achievement, and develop objectives to ensure that students meet their educational goals (I.C.5-10 Instructional program review guide).

Publications

Additionally, the campus website and campus publications are regularly reviewed.

• The College Public Information Officer (PIO) regularly reviews and updates the information on the website.

• In addition, the PIO oversees the information that is posted on the College “Jumbotron,” which is a 15-foot tall, LED-illuminated sign on the corner of Western Avenue and Imperial Highway.

• The College Catalog is reviewed annually by a Catalog Committee. This committee includes faculty, staff and administrators who work in conjunction with departments and deans to ensure the accuracy of the catalog information (I.C.5-11: 2014-2015 College Catalog).

• The class schedule is reviewed by faculty, department chairs, deans, and the vice president of academic affairs before it is posted to the website. A daily open class list is published on the college website, which is automatically populated from the student information system. This list shows all open classes, as well as the number of seats available in each one (I.C.5-12: Fall 2015 Open Class List). If classes are added or cancelled after the publication of the PDF class schedule, this list will automatically update to display the most up-to-date and accurate information.

Analysis and Evaluation

The College meets the Standard. Institutional policies, procedures, and publications are regularly reviewed to ensure integrity in all representations of its mission, programs, and services.

Evidence

I.C.5-1 Committee Self-Evaluation Form
I.C.5-2 November 5, 2012 College Council minutes
I.C.5-3 December 6, 2012 SPC minutes
I.C.5-4 LASC Functional Map
I.C.5-5 December 6, 2012 SPC minutes
I.C.5-6 March 12, 2013 Academic Senate minutes
I.C.5-7 April 8, 2013 College Council minutes
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Los Angeles Southwest College communicates information about the total cost of education to current and prospective students in a variety of ways.

Evidence of Meeting the Standard

Tuition and Fees

LASC accurately informs current and prospective students of the cost of tuition and fees through the college catalog and course schedule.

- First, the college catalog contains a multiple-page description of tuition and required fees (I.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24). It also describes the process for tuition and fee refunds.
- Second, the course schedule includes a worksheet for students to calculate their tuition and fees, based on the courses in which they are planning to enroll (I.C.6-2: Spring 2015 Course Schedule, page 21).

Other Required Expenses

LASC informs students of other required expenses, including textbooks and other instructional materials.

- Textbook costs vary from course to course, and from year to year, depending on multiple factors (i.e. edition of book, instructor, etc.). When students receive a syllabus on the first day of class, it details the textbook(s) required.
- Students can then find the cost of both the new and used versions of the book on the Los Angeles Southwest College Bookstore website (I.C.6-3: Screenshot of LASC Bookstore website).
- Any costs for additional instructional materials are displayed in the course schedule each semester (I.C.6-4: Spring 2015 Course Schedule Screenshot, Child Development 7 Materials Fee).

Career/Technical Program Cost of Education

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LASC also communicates total cost of education through CTE gainful employment disclosures on the CTE website.

- Finally, the College posts federally-mandated gainful employment disclosures each year for its career/technical programs on its Career Technical Program website (1.C.6-5: Screenshot of CTE Department Gainful Employment webpage).
- This information includes the total cost of education for each career/technical program offered by the College (1.C.6-6: Screenshot of Gainful Employment Disclosure).

**Analysis and Evaluation**

The College meets this Standard. Accurate information on the total cost of education is available to current and prospective students in the college catalog, course schedule, bookstore website, and in gainful employment disclosures.

**Evidence**

1.C.6-1: 2015-2016 Los Angeles Southwest College Catalog, pages 21-24
1.C.6-2: Spring 2015 Course Schedule, page 21
1.C.6-3: Screenshot of LASC Bookstore website
1.C.6-4: Screenshot of Spring 2015 Course Schedule, Child Development 7 Materials Fee
1.C.6-5: Screenshot of CTE Department Gainful Employment webpage
1.C.6-6: Screenshot of Gainful Employment Disclosure (this

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

LASC uses and publishes governing board policies on academic freedom and responsibility in order to assure institutional and academic integrity.

**Evidence of Meeting the Standard**

**Uses Governing Board Policies**

In order to assure institutional and academic integrity, LASC uses the LACCD Board of Trustees policy on academic freedom and responsibility.

- The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Rule 15002 affirms the Board of Trustees’ commitment to academic freedom, and recognizes “that academic freedom ensures a faculty’s right to teach and the student’s right to learn” (I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002).
• This Board Rule is published on the Los Angeles Community College District Board of Trustees website (I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage).

**Implements and Monitors Board Policies in DE Courses**

**Publishes Governing Boards Policies**

LASC widely publishes governing board policies on academic freedom and responsibility.

• A statement on academic freedom is included in the college catalog (I.C.7-3: Page 215 of 2015-2016 College Catalog). Specifically, Los Angeles Southwest College affirms that “faculty and administrators will maintain an environment in which there is freedom to learn.”

• To assure communication is available to students and faculty, the College Catalog on the LASC Website publishes the educational philosophy, Board Rules, and administrative principles.

• To better assure Los Angeles Southwest College continues efforts to make clear the institution’s commitment to the free pursuit and dissemination of knowledge, the Institution’s mission statement, core values, and vision statement have given homage to our history and our desired connection with our community (I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan).

• The electronic College Catalog clearly articulates the importance of academic freedom and integrity.

• Article 4 of the Los Angeles Faculty Guild, Local 1521 Contract also includes a statement on academic freedom (I.C.7-5: Faculty AFT Contract). This contract is available on the Los Angeles Community College District website (I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage).

**Analysis and Evaluation**

The College meets this Standard. Governing board policies on academic freedom and responsibility are used and published.

**Evidence**

I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002
I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage
I.C.7-3: Page 215 of 2015-2016 College Catalog
I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.7-5: Faculty AFT Contract Article 4
I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage

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

LASC establishes, publishes, and enforces clear policies and procedures that promote honesty, responsibility, and academic integrity.

**Evidence of Meeting the Standard**

*Establishes Clear Policies and Procedures*

The Los Angeles Community College Board of Trustees has a formal policy on academic honesty and integrity.

- Section IX, Article VIII of the LACCD Board Rules states the established expectations for conduct on campus, including honesty, responsibility, academic integrity, student behavior, academic honesty, and the consequences for dishonesty (I.C.8-1: LACCD Board Rules Section IX, Article VIII).
- These policies apply to all constituencies and are posted on the LACCD website (I.C.8-2: Screenshot of LACCD Board Rules Webpage).
- Further, they are documented in the college catalog (I.C.8-3: Pages 215-220 of 2015-2016 College Catalog).

*Publishes Clear Policies and Procedures*

The College’s policies and procedures on honesty, responsibility, and academic integrity are published in several places.

- The publication and implementation of the College’s policies and procedures as it relates all matters of institutional integrity begins in the section titled, “District Policies, Student Conduct, and Grievance/Complaint Procedures.” In compliance with Federal, State and LACCD Board Rules, Los Angeles Southwest College provides the students, faculty, staff and community complete disclosure of all governing policies and procedures within the College Catalog.
- The Colleges publishes the Standards of Student Conduct to inform students of rights and responsibility as active participants within the campus community. Within this section, student behavior, including academic honesty and the process for violating academic honesty, is detailed.

*Promotes Student Verification*

*Analysis and Evaluation*

The College meets this Standard. Policies and procedures are established and published to promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
Evidence

I.C.8-1: LACCD Board Rules Section IX, Article VIII  
I.C.8-2: Screenshot of LACCD Board Rules Webpage  
I.C.8-3: LASC College Catalog 2015-2016, pages 215-220

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

Evidence of Meeting the Standard

Analysis and Evaluation

Evidence

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

LASC gives prior notice of specific codes of conduct required of staff, faculty, administrators, and students.

Evidence of Meeting the Standard

Prior Notice of Codes of Conduct

The College provides clear prior notice of the Los Angeles Community College Board of Trustees formal policy on ethical conduct.

- The Los Angeles Community College Board of Trustees has a formal policy on ethical conduct. Section I, Article II. 1204.13 details the ethical standards to which District employees shall adhere (I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13).
- This information is posted on the LACCD website. The Employer/Employee Relations Handbook provides the steps for employee discipline that may include violations of the standards for conduct (I.C.10-2: Employer/Employee Relations Handbook).
- Los Angeles Southwest College also has a student code of conduct, which is published on page 215 of the 2015-2016 College Catalog (I.C.10-3: 2015-2016 College Catalog).

Prior Notice of Specific Beliefs

Los Angeles Southwest College is a non-sectarian institution and as a public community college, does not seek to instill specific beliefs or worldviews.
Analysis and Evaluation
The College meets the Standard. Codes of conduct for faculty and students are published in the College Catalog, and in the LACCD Board of Trustees Board Rules on the LACCD website.

Evidence
I.C.10-1: LACCD Board Rules Section I, Article II, 1204.13
I.C.10-2: Employer/Employee Relations Handbook
I.C.10-3: 2015-2016 College Catalog

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

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

Analysis and Evaluation
Not applicable.

Evidence
Not applicable.

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

LASC agrees to comply with all Commission policies, guidelines, and requirements, responds to meet requirements, and discloses accurate information required by the Commission to the public.

Evidence of Meeting the Standard

Agrees to Comply
The College complies with all Commission standards, policies, and guidelines.

• Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationship with the Commission.
- The College also complies with requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes.

**Responds to Meet Requirements**

The college has been responsive to recommendations made by the Accrediting Commission for Community and Junior Colleges.

- In 2012, the Commission indicated that the College must correct two recommendations by March 2013 to comply with the Department of Education’s two-year rule (I.C.12-3: 2012 Commission Action Letter). Both of these recommendations were corrected and resolved in the College’s 2013 Follow-Up Report (I.C.12-4: 2013 Commission Action Letter).
- Thus, all recommendations from 2012 were resolved within the two-year time period set by the Commission.

**Discloses Information**

LASC communicates accurate information about matters of educational quality and institutional effectiveness to the public.

- LASC utilizes its website to post accreditation information. There is an easily visible link to the College’s accreditation webpage from the College homepage (I.C.12-1: LASC Homepage Screenshot).
- Once on the accreditation webpage, any member of the public has access to all College accreditation reports since the 2006 Self-Study (I.C.12-2: LASC Accreditation Webpage Screenshot).

**Analysis and Evaluation**

The College meets this Standard. The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of accreditation changes. The College also responds to requirements within a time period set by the Commission, and also discloses information required by the Commission.

**Evidence**

I.C.12-1: LASC Homepage Screenshot  
I.C.12-2: LASC Accreditation Webpage Screenshot  
I.C.12-3: 2012 Commission Action Letter  
I.C.12-4: 2013 Commission Action Letter  
I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

LASC demonstrates integrity in its relationships with external agencies, describes itself in consistent terms to all of its accrediting agencies, and communicates any changes in its accreditation status.

Evidence of Meeting the Standard

Complies with Regulations and Statutes

Faculty, staff, and administration work together to ensure that the College demonstrates honesty and integrity in its relationships with external agencies and that it complies with regulations and statutes.

- In addition to working with the ACCJC, some departments from Los Angeles Southwest College work directly with outside agencies. In particular, some Career Technical Education programs have accreditation from outside agencies.
- These programs have ongoing interaction with the accrediting agencies, including self-evaluations, follow-up reports, and onsite visits. Some examples of the programs that receive external accreditation are:
  - Nursing Program – California Board of Registered Nursing

Describes Itself in Consistent Terms

Communicates Changes

- The accreditation status of these programs is posted on their respective webpages (Evidence – screenshot of Nursing department webpage that has BRN accreditation status).
- In addition, all career technical programs have professional advisory committees that meet on a biannual basis. The membership of these committees includes Los Angeles Southwest College faculty and community industry partners (Evidence – Membership Lists, and/or minutes from advisory committees).

Analysis and Evaluation

The College meets this Standard. Los Angeles Southwest College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College also describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.
Evidence

I.C.13-1: Screenshot of Nursing Dept. webpage that has BRN accreditation status
I.C.13-2: Membership lists and/or minutes from advisory committees.

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

LASC ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives through its commitment to its mission statement and its adherence to a strict conflict of interest code.

Evidence of Meeting the Standard

Los Angeles Southwest College has a clearly articulated mission statement, which describes the primary reason for the College’s existence:

In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders. (I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan)

- This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that we offer. It is paramount to all other objectives.
- To ensure that this occurs, the LACCD adheres to a strict conflict of interest code, which is modeled on the Los Angeles County Board of Supervisors Fair Political Practices Commission regulation 18730 (I.C.14-2 LACCD Conflict of Interest Code). This Code is published on the LACCD Board of Trustees website.

Analysis and Evaluation

The College meets the Standard. The mission statement clearly articulates that the primary commitment of the College is to a high quality education, student achievement, and student learning. Further, the LACCD Conflict of Interest Code ensures that this commitment is paramount to other outside objectives.

Evidence

I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan
I.C.14-2: LACCD Conflict of Interest Code
Standard II: Student Learning Programs and Support Services

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

Standard II.A: Instructional Programs

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

Evidence of Meeting the Standard

Los Angeles Southwest College offers 35 degree programs and 47 certificate programs along with the AA-T and AA-S that are consistent with the college’s mission to “empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.”

These programs provide students with the knowledge and preparation necessary to earn certificates, degrees, transfer to a four-year institution, and obtain employment. All of the colleges programs are appropriate to higher education.

Analysis and Evaluation

The college offer degrees and programs that are appropriate to higher education that are aligned with the colleges mission and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic
evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The LASC Curriculum Committee has purview in the development of courses and programs at the college. Full time, part time, and adjunct faculty, all participate in the development of Course Outlines of Record (CORs) and SLO’s and evaluation course and programs to ensure currency, improve teaching, and learning strategies.

All Course Outlines of Record (CORs) are approved by the Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor’s Office to ensure that the courses meet generally accepted academic and professional standards and expectations.

Program learning Outcomes are assessed in the annual Program Reviews, as part of the Program Review process to ensure program relevance, appropriateness, and currency.

Competency levels and measurable student learning outcomes

Courses Evaluation

Los Angeles Southwest College completes periodic program reviews to measure program effectiveness and to develop strategies for improvement. A mini-review occurred in 2008-2009 and a six-year, comprehensive review occurred in 2010-2011. These reviews, completed by program faculty, include analyses of trends in enrollment, class size, demographics, facilities, faculty, and SLOs. All instructional programs complete the same program review document, although some questions apply to specific program types, such as CTE programs.

Relevancy, appropriateness and currency of courses and programs are addressed in several components of program review, including:

- questions about the mission of the program in relation to the college mission
- questions for CTE programs about labor market demand and employment data
- questions about faculty staff development (intended to maintain currency in teaching)
- questions about outdated course outlines or inactive courses
- questions ensuring program SLOs are aligned with program and institutional SLOs
- The analysis of student feedback.

The Program Review Committee oversees the program review process, and faculty use a scoring rubric to review colleagues’ submitted reviews and provide feedback on data interpretation.

As part of program review, Career and Technical Education (CTE) programs undergo biennial review with input from the CTE Advisory Board.
**Analysis and Evaluation**

Faculty at LASC has taken the lead in the identification of SLOs, in their assessment, and in the use of results for improvement. The SLO committee comprises 16 faculty members, six administrators, and one student. The chair is a faculty member who functions as the SLO Coordinator. Since the inception of the committee, the Academic Senate has followed its work closely and approved motions supporting major developments. The Senate meetings include “SLO spotlights” which highlight specific examples of SLO assessments from across the curriculum. The BRIC team, SLO Coordinator, CTE advisory committees, and the Curriculum Committee have consulted throughout the process. The Curriculum Committee, through the Electronic Curriculum Development (ECD) online system, checks that each course outline (both new and updated) includes SLOs and assessment strategies.

At the departmental levels, faculty work together to define and assess course SLOs. The faculty confers with the SLO committee to refine SLO language and methods of assessment, including any rubrics used for evaluation. Program, certificate, and degree SLOs are defined in the comprehensive program reviews completed by faculty and are listed in the current college catalog. In addition, faculty plays a primary role in the college program review process.

**Evidence**

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

**Evidence of Meeting the Standard**

Los Angeles Southwest College has identified course and program SLO’s for all of it’s courses, programs, certificates, and degrees, through its curriculum process. Faculty define SLO’s for course and program pathways and design assessments that allow students to demonstrate learning. These assessments are evaluated and changes are made in courses and programs to for improvement.

The college has an SLO website where SLO and PLO assessments can be accessed (SLO website screen shot). All course SLO’s can be accessed through the Electronic Curriculum Database (ECD) (ECD Screen shot). In accordance with the LACCD Board Rules (6705.20) all course syllabi must include the course syllabi. However, the college has not assessed it SLO’s and PLO’s on a regular cycle. Over the past eight years, the college has had three SLO Coordinators. The New SLO coordinator has established a timeline for fall 2015 courses to be assessed, to achieve the 100% compliance in assessing all courses and programs.

**Analysis and Evaluation**
The college needs to implement a regular and continuous cycle of SLO and PLO assessment.

**Evidence**

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

**Evidence of Meeting the Standard**

Los Angeles Southwest College distinguishes it pre-collegiate level curriculum in course outline of record (COR) and the college catalog (ECD and Catalog). The college offers basic skills course in math and English, both credit and non-credit. Additionally, the college offers English as a Second Language (ESL) courses, Tutoring, courses, Learning Skills courses, and various non-credit courses through the Bridges to Success Program to support student learning and provide a pathway for students to advance and succeed in college level curriculum.

**Analysis and Evaluation**

Los Angeles Southwest College offers pre-college courses that fall under the Basic Skills designation. These courses are offered as credit and non-credit courses, and range from math, English, ESL, and Tutoring, and can be found in the college catalog.

**Evidence**

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

**Evidence of Meeting the Standard**

The length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning that is recognized in the Los Angeles Community College District is outlined in Administrative Regulations E-64, E-65, and Board Rule 6201.

- Administrative Regulation 64 speaks to procedures for Development and Approval of New Educational Programs and Options, specifically, program planning and development, program criteria (appropriateness to the mission, need, quality, feasibility, and compliance)
- Administrative Regulation 65 speaks to Curriculum Development and Approval: Standards and Procedures, specifically local and District curriculum development, procedures, listing of courses.
Board Rule 6200 speaks to the requirements to achieve an Associate Degree, specifically, the unit requirement of 60 minimum units of course credit to achieve an associate degree; the scholarship requirement of achieving a grade of “C” or better, in all work attempted in the degree or major; the competence requirement of “C” or better for the math and English courses required for graduation; the degree and certificate requirement for students to have completed at least 12 units in residency, at the college that the degree is to be conferred; the general education requirement; the graduation requirements to achieve an Associates Degree in Nursing; the Double Counting of Coursework; Associate Degrees for Transfer and Local Associate Degrees; Catalog Rights; and Additional and Concurrent Associate Degrees;

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

Southwest offers a variety of programs that lead to either an occupational certificate or AA/AS degree. Students may complete work toward more than one program at the same time, for example, a Career and Technical Education Certificate and an Associate Degree or a transfer program and an Associate Degree. The requirements for combined programs may include more course work than for a single program. Careful planning is essential to ensure that the program requirements of the chosen program(s) are fulfilled correctly in the shortest possible time. To help in such planning, students are urged to see a counselor and consult with a faculty advisor in their proposed major as soon as possible during their first semester and regularly thereafter. In collaboration between instructors, departments, and the Curriculum Committee, instructional programs are designed using a two-year plan template. When gallies are created to schedule courses, every effort is made to offer classes according to the two-year plan, and to make classes available in both day time and evening time slots to accommodate both day and evening students.

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**
Los Angeles Southwest College meets the needs of its varied student populations with classes in many formats including full-semester, 8-week, hybrid and online classes.

In 2005, the University of Southern California selected LASC to participate in a grant project, “Equity for All,” intended to identify and discuss impediments to student success through an inquiry process guided by campus faculty members, staff, and administrators. The project also helped develop strategies to encourage various pedagogical approaches, e.g., such as contextualization of the curriculum, using master syllabi, adding lab hours to basic skills courses, etc. For example in the math lab, lab hours were increased and made more available to students working full time by opening it on Saturday mornings from 9am-12pm. Workshops were added on Friday afternoons, a time when the Math Lab is closed for general use, and approximately 10-15 students attend each workshop. The process students need to use the Math Lab was clarified. The Math Lab was relocated to a quiet room with new furniture that is large enough to accommodate the increased demand brought about by the requirement that students complete lab hours. The resources are better publicized and instructors actively refer students to use the Math Lab, sometimes bringing them there themselves.

Building on the work of Equity for All, LASC has engaged in widespread discussion of teaching methodologies and student learning styles and has participated in the California Benchmarking Project 2008, BRIC 2010-2011, and Achieving the Dream 2010-2012. These projects seek to “cultivate a climate of understanding” of pedagogical strategies in order to increase the number of community college students, particularly African-Americans and Latinos, who successfully complete their first transfer-level course, transfer, or receive a certificate or degree. Some of the techniques seek to identify successful instructional practices on campus and at peer colleges, to implement such strategies, and measure their effectiveness on the target populations.

College participation in Achieving the Dream is producing data on the effectiveness of various delivery methods in math and English. Focus group data gathered in fall 2010 indicated many suggestions for actions that both the students and the college might take to improve student learning. In fall 2012, Achieving the Dream (ATD), the Student Success Initiative (SSI) and the Basic Skills Initiative (BSI) committees merged as the Student Success Committee (SSC). This collaborative structure enables the college to focus its Student Success efforts holistically and plan initiatives that support student learning from an institutional perspective. The SSC supports the goals of the BSI, SSSP and Equity plans. The notion of using disaggregated data to assess how our students perform is inherent in all there plan. This year’s focus has been to enhance research and data collection and increase supplemental instruction in English, math and other gateway courses with low success rates. In 2014, students enrolled in Biology, Health, Statistics, Sociology and Spanish have access to supplemental instruction leaders along with all developmental English and math courses. The initial data that the college has generated suggest that Supplemental Instruction is having a positive effect on student learning at LASC.

LASC has equipped or made available to every classroom new technologies to facilitate instruction and appeal to different modes of learning. GAIN/CalWORKs provides diagnostic
programs in its academic support center. This past year the Student Success Center (SSC) was reassigned to the Executive Vice President. That makes SSC a campus, rather than department (SSC was formerly a part of the Learning Assistance Department), entity. The SSC is working to develop and implement a process for assessing and providing support for varied learning styles. Since its reorganization in 2012, student usage of the Student Success Center has increased by 60%. The increase in usage can be attributed to the ongoing collection of qualitative data that asks students to describe the type of services that would best support their success and which services currently work well in advancing academic goals. The data has led to new workshops, extended hours and strengthened tutoring support.

Instructors select methods for instructional delivery reflecting their teaching philosophies. They ascertain which method best helps students in a specific class reach the class objectives defined in the official course outline. Courses outlines allow for different types of assessments and a review of course syllabi indicates the variety of assessments for student learning outcomes.

Faculty and staff attend off-campus workshops that address learning needs and pedagogical approaches; staff development funds workshops and faculty share the information from the workshops with other faculty and staff in department meetings and reports. For example, several LASC faculty have participated in the LACCD Faculty Teaching and Learning Academy (FTLA) where they learn various teaching methodologies that include portfolios, learning communities, journaling and reflective learning, individual and team projects, etc.

Instructional program review updates encourage the discussion of instructional methodologies. The SLO module documents dialogue related to instruction. In addition, comprehensive instructional program reviews document feedback from students gathered through surveys, focus groups, or other means. This feedback often addresses students’ perceptions of instructional methodologies.

**Analysis and Evaluation**

At the end of the academic year, the college evaluated the success of the Success Academy, to assess its effectiveness, make improvements, or seek other interventions to improve learning and success for this basic skills student population.

After careful review of the previous Moodle Learning Management System (LMS), in 2012 LASC decided to replace Moodle with Etudes as the new LMS system. This decision was based on a thorough analysis comparing Moodle with Etudes, which included examining faculty and student support services, faculty and student training, evaluation of a user-friendly system, and the availability of additional operating resources that would enhance online learning for students and give faculty extensive technology to provide such an environment. In the near future, Etudes will be replaced by Canvas, a new interface that will be adopted in community colleges statewide. This change will be made to continue to meet the needs of a diverse student population and to provide faculty and students with optimal tools for classroom success.
The implementation of this new LMS system will move LASC's online course and program offerings forward and in a positive direction that will accommodate the needs of students who are unable to attend classes on-site. As student enrollment in online classes continues to increase, it seems reasonable that the demand for more online programs will also increase. This new system and plans for future growth will meet those demands technologically and academically as more programs, degrees, and certificates are developed to accommodate the distance education needs of students.

Along with this new LMS system, the new Distance Education Policies and Procedures Manual, was approved in late fall 2011. This manual provides a uniform standard for all online faculty to follow in an effort to present a more unified online learning program. It addresses such things as information on effective student-faculty communication, classroom expectations, resources, online etiquette, and policies for teaching online courses.

Because we will be approaching a period of transitioning from Etudes to Canvas at the utilized LMS, the rating of satisfactory is pending the complete training and implementation of Canvas.

**Evidence**

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

**Evidence of Meeting the Standard**

To validate the effectiveness in measuring the learning outcomes of course-exiting students, at least two college programs use departmental course examinations. This process is most visible in the English and math departments where a departmental final for the remedial courses is assessed for student learning by the departments’ faculty. The instructors utilize a departmentally developed rubric that is reviewed periodically and could be a model for assisting the campus to assess SLOs.

The English department’s final measurement of students in its remedial courses begins with a departmentally agreed-upon rubric for each remedial course level; the rubric is based on skills competencies and is developed by a faculty member for each level. The lower level basic skills course focuses on sentence structure with grammar review; thus, the student learning outcomes for this level would require the student to demonstrate sentence skills with a moderate level of grammar understanding during the final writing. The next level course requires the student to learn and practice the skills of paragraph structure through the basic modes of argument with an additional grammar review. The department faculty meets to share and grade typical student writing for each course level to facilitate both full-time and adjunct faculty’s shared aims for learning outcomes and commonality for grading. The department then supplies, through a faculty member’s decision, a published essay written at the appropriate reading skills levels for each course level, which all remedial course instructors use in their classrooms as a final essay. Instructors meet after finals are given to
share and grade two other instructors’ class finals with a suggested grade based on the rubrics of the course levels. Each instructor is free to use this shared grading as a guide for the final course grades. The result is a process that minimizes test biases due to a continuous scrutiny of the process.

The Math Department has created a common final examination for Math 112 and 115 to assess student learning of course objectives and outcomes as specified in the course outlines. Full and part-time math faculty members convene each semester to review student performance data on the common final examinations, discuss specific problems on the actual exam, and recommend changes in question structure and content or wording within questions. Student performance in the class and faculty experiences with challenging areas of content serve as the impetus to any change in an examination question. Specifically, faculty review student performance on the final exam in light of how the content was taught, the scope and sequence of that content, and potential student challenges of grasping the concepts. Faculty are encouraged to bring their ideas and concerns based on experiences with students during a particular semester to the meeting, where they share a layer of feedback that is reflective and pivotal for overall improvement of the process.

Upon faculty agreement, changes to specific question(s) are made and re-tested the following semester. To support consistently across all 112 and 115 sections, a study guide aligned with course content and outcomes is produced and updated. Any change in the common final results in a change in the study guide.

**Analysis and Evaluation**

The English department’s final examination process minimizes test biases because of the level of scrutiny by departmental members. Although outside validation of test-bias has yet to occur in the process used by the English department, it recognizes validation is a reasonable next step. The common final exam measures student progress across all sections of each level with a single assessment tool; the norming session aligns instructors' standards to the rubric and sets a common standard, minimizing bias. The discussion that occurs during the norming session both normalizes grading standards within the discipline and enables instructors to evaluate the exam itself as a successful measure of 21-, 28-, and 101-level writing competency, as well as the departmental standard itself. The faculty members who coordinate the norming session and oversee the creation and distribution of the exams note suggestions for improving the exam as an assessment tool and incorporate those suggestions into the following semester's exam. Most recently and notably, instructors decided, during a norming session that assessment and evaluation of student performance at the 101 level was better suited to a portfolio assessment rather than a single in-class essay exam, so beginning fall 2011 we introduced a portfolio-based assessment for 101. The overall goal of implementing the math common final is to better ensure accurate measure of student learning for Math 112 students, and to ensure these students are prepared for Math 115.

This process of evaluation requires consistency in the preparation of math students and is supported by faculty. Effective elements of this process include: requirement of consistency in what is taught, consistency in evaluation, and clarification between full and part-time
faculty in expectations of content, and the scope and sequence of teaching that content. Any
adjustment in a common final question requires collaboration and agreement among faculty.
This element alone informs instruction and content development across all sections of 112
and 115, a vital element for faculty and students.

Students who complete the non-credit curriculum are given a prerequisite waiver by the
departments that house the English and math disciplines, if they are able to pass a
competency exam at a level established by the faculty that would indicate the students have
the entry skills necessary to be successful the two levels below transfer in English 021 or
Math 115.

**Evidence**

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

**Evidence of Meeting the Standard**
Through a collaboration between the articulation officer and curriculum committee chair,
curriculum and courses are reviewed to ensure they are consistent with the campus
curriculum approval process. Through systems such as Assisit.org, the articulation officer
and curriculum committee chair ensure that institutional policies at Los Angeles Southwest
are equivalent to the standards of four-year institutions for transferable courses and units.
Four-year institutions accept Los Angeles Southwest College’s lower division equivalent
courses through a comparison process of articulation. In addition, the articulation officer
collaborates with department chairs and faculty members who initiate new coursework. The
district Electronic Course Database (ECD) maintains campus curriculum in an electronic
format. Hard copies of some courses are also kept in Academic Affairs. The Curriculum
Committee meetings include regular dialogue regarding the articulation equivalency of
courses and removal of possible redundancy of content in similar courses.

The campus has developed Student Learning Outcomes (SLOs) for the awarding of degrees
and certificates. Assessment of those student outcomes to use for program improvement is
ongoing. The SLO committee’s dialogue includes the learning that is expected of students in
order for them to earn a degree or certificate.

The campus catalog, which was recently updated for 2015-2016, outlines the criteria for
student achievement required to obtain a degree or certificate. Currently, graduation
requirements indicate that 18 or more units in a major content area are necessary for a
degree. Certificate criteria vary in in the number of units, and certificate type (skills,
achievement) are determined, in part, by the number of units required for completion. In
addition, levels of achievement are connected to the completion of course student learning
outcomes which have been identified within the program. Official course outlines state the
required student learning outcomes. The California Code of Regulations (Title 5) stipulates
that units of credit be awarded in congruence with the Carnegie Rule. Faculty proposing
courses research similar courses at other institutions, both within and beyond the District.

The 2015-2016 college catalog includes the SLOs for degrees and certificates and faculty
include the SLOs on all course outlines of records. Faculty are required to follow the course
outline of record when teaching a course.

**Analysis and Evaluation**

The campus keeps regular communications open with other institutions through the
articulation officer. Currently, we have an articulation officer only on campus part-time,
however. Since the articulation officer plays a key role in addressing this standard, it is vital
that we have an articulation officer full-time.

Each instructional department sends a member to the curriculum committee to keep abreast
of information and report any respective course issues to faculty in that member’s discipline.
This process has been successful and encourages high levels of dialogue. Catalog
publications also inform the college community of these requirements. Additional work is
needed to assess program SLOs which coincides with the assessment of institutional learning
outcomes (ILOs). In addition, the course SLO process will be undergoing some changes in
the near future. Our new SLO coordinator is leading the vetting process to ensure we have
the quality support needed to implement these changes. LASC faculty document students’
skills and knowledge by assessing the course, program, and ILOs. Credits are based on such
evidence. Students of no records of having taken a placement test do not receive credits.

**Evidence**

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

**Evidence of Meeting the Standard**

The college catalog, recently updated for 2015-2016, contains up-to-date information about
the courses, programs, and transfer policies students must follow to be successful, earn
degrees and/or certificates, how to meet transfer requirements to four-year institutions, and
the student learning outcomes they are expected to acquire in all of the college’s programs. A
Transfer Fair was also held on campus in April 2015, to serve as an additional resource for
students to gain information about the transfer process.

On the first day of class, students in each class section receive a course syllabus that includes
the course objectives and student learning outcomes as listed in the approved course outline.
In December 2005, the LASC Academic Senate approved a syllabus template which listed items necessary in all LASC syllabi. In addition to course objectives and student learning outcomes, faculty are also required to include: course title and number, section number, room number, office location, office hours, office phone number, e-mail address, class hours, prerequisites, textbook and supply information, method of instruction, and weekly/daily schedule. Faculty members are reminded of these requirements prior to the start of each term through e-mail reminders from administration as well as the Academic Affairs Faculty Bulletin. Syllabi are distributed to students on the first day of class. Students in open-entry noncredit classes are provided a syllabus on the first day they attend class. Additionally, instructors are required to submit a course syllabus for each course they teach to their department chair and to the Office of Academic Affairs.

LASC has developed a transfer-or-credit policy which is followed by the transfer officer and academic counselors. When a student is interested in transferring from another institution to LASC, the student is required to submit copies of all unofficial transcripts for review and evaluation. In determining acceptability for transfer of individual courses, the policy examines the following:

- Course descriptions: Course descriptions are analyzed and evaluated. If a majority of the description aligns with the LASC course, credit is given. If the description is approximately 50% the same, the department chair over the content area is asked to evaluate and provide an opinion regarding the transferability of the course.
- Unit loads: Following an analysis of the course description is an evaluation of earned units. If the units earned are the same or more, the course is transferable. If less, the course is not transferable even if the course descriptions match.
- Accredited Institution: The student must have earned course credit from an accredited institution for LASC to grant transferability.
- Earned a C or better in the course a student desires to transfer into LASC.

If a student decides to transfer, official transcripts will be required to earn a degree or certificate but not required for enrollment. Potential students are granted open access and can register for classes at LASC following the application process.

LASC does not compare student learning outcomes from another institution during the evaluation for transfer credit process. The variables used in this evaluation include course descriptions, units earned, the accreditation status of the institution where course credit was earned, and the grade a student earned in the course.

All certificate and degree programs have SLOs listed in the college catalog. Specific course SLOs within their respective programs have been aligned to one or more program SLOs through comprehensive program review of 2014.

**Analysis and Evaluation**

The college participates in a state-wide process of articulation with the California State
Universities and the University of California. A part-time articulation officer assists in providing the information needed to determine how LASC courses transfer to CSU and UC, and provides students with information sheets listing required courses for transfer majors. The efforts will be notably improved by hiring a full-time articulation officer. LASC will utilize ASSIST, a computerized student-transfer information system, to help students and counselors at LASC on decisions about earning transfer credit for classes. ASSIST is the official “repository of articulation for California’s colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California.”

Articulation is central to any community college, and LASC is no different. LASC works directly with articulation offices across the 9 LACCD campuses. Articulation decisions are made in two ways: collectively as a district, and individually by specific campuses depending on the situation. For example, LASC has a separate articulation agreement with Cal State Dominguez Hills in multiple degrees. In addition, the college has 12 articulation agreements with Historically Black Colleges and Universities (HBCUs).

In response to Senate Bill (SB) 1440, LASC has also developed 19 Transfer Model Curriculums (TMC) or “associate degrees for transfer” that are articulated with the California State University (CSU) system. The TMC requires students to meet both of the following requirements:

1. Completion of 60 semester units that are eligible for transfer to the CSU, including both the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Bread Requirements.
   b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0


To ensure that the syllabi students receive include all required elements, the Office of Academic Affairs has adopted a Syllabus Check List. The syllabi of active courses are compared against this checklist. If a course syllabus is determined to have a required section missing, a copy of the check list is sent to the appropriate department chair and academic dean. Department Chairs work with faculty members to make the required syllabus corrections.

To ensure that individual sections adhere to the course objectives as articulated in the course outline of record, instructors are systemically evaluated. As part of this evaluation, the instructor is assessed whether he/she is teaching to the course outline of record, and students are asked to evaluate whether or not the instructor made clear the objectives of the course and
taught to those objectives. In addition, each faculty member is expected to keep on file with the Office of Academic Affairs a current copy of their course syllabi which is required to contain both the course objectives and expected student learning outcomes.

Evidence

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

Evidence of Meeting the Standard

The Curriculum Committee has developed a General Education Request form that is submitted along with the course outline of the course being requested as fulfilling a General Education requirement. The Curriculum Committee then reviews the specific SLO(s) of the course to make sure it is aligned with the requested General Education category

LASC’s Communication ISLO (Oral and Written Skills) requires that students “use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.” The Cognition ISLO (Reading Comprehension, Computational Skills and Critical Thinking) requires that students “use critical thinking and computational skills to analyze, synthesize and evaluate ideas and information.” As was mentioned earlier, the SLO Committee is reviewing possible revisions to the ISLOs with more discreet outcomes associated with each of the five major ISLOs.

LASC’s Social Responsibility ISLO #4 (Responsible Citizenship and Valuing Diversity) requires that students “demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.” The following are examples of campus activities to increase students’ awareness of responsible citizenship and understanding of diversity:

- **ASO Strategic Planning Retreat:** The Associated Student Organization (ASO) of LASC is involved in activities to create a greater understanding of civic decision making and sensitivity to and respect for diversity. Before the start of each semester, the ASO Advisor and campus staff/faculty members conduct a comprehensive ASO Strategic Planning Retreat. During the retreat, ASO Board Members and Commissioners receive training on campus and district regulations and the importance of shared governance. As part of the retreat, ASO is trained on how to be proactive citizens by becoming involved in shared governance committees on campus. Each ASO board member is assigned to a campus shared governance committee and encouraged to report back during bi-weekly ASO Board Meetings. Moreover, students are encouraged to participate in community forums and meet with political representatives. During the retreat, the Associate Vice President of Administrative Services conducts training on how to properly manage funds and maintain accountability. The Coordinator of the International Program conducts
training on cultural diversity and event planning. The ASO Advisor conducts a strategic planning session that includes a SWOT analysis. These activities seek to foster a greater understanding of civic decision making, accountability, and appreciation of cultural diversity.

- Diversity Awareness: LASC has organized various on campus and off-campus events and workshops to expose students to cultural diversity. The events include some of the following: In Spring of 2015, students’ leaders attended the National Student Leadership Diversity Retreat in Atlanta, Georgia. Examples of conference workshops attended include the following: The Race Card Project, Communicating and Conducting Meaningful Conversations about identity and Diversity, Exploring Gender on Campus, and Effective Conflict resolution skills for Diverse Leaders. Events held on campus include: Entrepreneur Expo Celebrating African American Entrepreneurs, Hispanic Heritage Month, Instructional departments and the Professional Development Committee sponsored a series of brown bag workshops on various topics. The brown bag series have included workshops on the state of public education through analysis of the documentary "Waiting for Superman” and “Boys of Baraka” and a discussion regarding stereotypes of Muslim-Americans. Additionally, the International Student Office conducted its first study abroad program in Spain.

A number of Student Clubs at LASC work to promote civic and social engagement. The Black Student Union, Hip Hop Congress, Students United Against Drug Abuse, and Anointed Students for Christ, Students Helping Students, Village People, Dance Ensemble, and the Law Club focus on community service, cultural identity and awareness, and political and social involvement. Students who are part of the Student California Teachers Association (SCTA) help to carry out the missions of the organization, which includes inspiring positive change through political action, participating in community service to foster positive relationships, and working together to promote a public education system that values the diversity of our state. Members of The Single Parent Connection are involved in political advocacy regarding education funding. Phi Theta Kappa and the National Society of Collegiate Scholars promote leadership, scholarship, fellowship, and service on campus as well as in the community. The International Culture Club has conducted numerous activities involving cultural awareness and sensitivity.

The Behavioral and Social Sciences Department hosted an LGBT-IMPAQ speaker series in both the Fall and Spring of 2014-2015. One of the main goals of the speaker series is to bring awareness and promote dialogue and advocacy for the lesbian, gay, bisexual, transgender, queer- Intersex, Muxe Pansexual, Ally Queer (LGBT-IMPAQ) community.

The LASC Chapter of the Hip Hop Congress promotes contemporary music as a form of social change and as an expression of free speech. As part of its Mission Statement, the Hip Hop Congress says it “provides the Hip Hop Generation and the Post Hip Hop Generation with the tools, resources and opportunities to make social, economic and political change on a local, regional and national level.” The Hip Hop Congress at LASC organizes Poetry Slams, guest speakers, and a one-day Hip Hop Summit on the LASC campus. In Spring
2015, the Hip Hop Congress organized a Black History Month concert, which included
music and poetry readings. In addition, the Black Student Union presented “Match by
Major”, a question-and-answer game aims to set students up with an ideal study partner. In
observance of African Americans who served in armed forces, LASC had Black Military
Veterans Day where they were recognized during Black History Month.

The Behavioral and Social Science department also sponsored the Pan-African conference in
Fall 2014, as well as the International Kitchen in Spring 2015, where students tasted foods
from around the world and learned of their origins.

The English Department’s online newsletter *The Word* features student work focused on
diversity, community and political involvement, and social responsibility and social justice.
Recent features include social justice poems; editorials, poems, and video features in the
prison-industrial complex; editorials on corporate influence in the US; and various media
projects about the Watts Towers. The English Department also published the online creative
writing journal *The Truth*, which often contains entries centered on culture, race, and gender.
Guest speakers are brought to campus, who often present on topics of social justice, and
literacy and expression as positive social forces. The Say The Word annual event at LASC—
sponsored by the English & Counseling Departments and Puente Program, and supported by
the LASC Poetry Collective and Hip Hop Congress—celebrates scholarship and student
achievements, recognizes success in literacy, and reaches out to the local community to
position LASC as a community center for engagement with current events, social issues,
scholarship, and literary arts. Previous events include an activism and social justice fair, a
featured literary guest speaker (Michael Datcher), a slam poetry performance (Rodzilla the
Blackademic), a book sale, an award distribution for essay and poetry writing competition,
student poetry readings, poet Matt Sedillo, live music, a student-created multimedia visual
display on the history and culture of South Los Angeles, and food.

Los Angeles Southwest College also has two programs to support traditionally underserved
populations. The Passage Program is an academic and student support service designed to
increase the success of male students at Los Angeles Southwest College. Our services feature
counseling, field trips, workshops, study halls and mentors. We focus on empowering and
equipping male students with the tools for academic success. The Puente Project is a national
award winning transfer readiness program co-sponsored by the University of California and
the California Community College Chancellor's Office. The Mission of the Puente Project is
to increase the number of educationally underserved students who enroll in four-year
colleges and universities, earn degrees, and return to the community as leaders and mentors
to succeeding generations.

**Analysis and Evaluation**

In fall 2010, ASO Officers formed a Constitution Committee and began the process of
revising the ASO Constitution and Bylaws, engaging in a civil and open course of action.
Over the course of at least 6 meetings, the committee examined the ASO Constitution and
Bylaws and proposed revisions and additions where appropriate.
The SLO Committee is currently reviewing possible revision to ISLO #4. Possible alternate outcomes are: 1) demonstrate respect for others and 2) participate actively in groups and civic decision making. Nevertheless, the activities mentioned above work to foster a greater cultural understanding on civic responsibility and value for diversity on campus. The college’s efforts are helping to shape leadership roles on campus in developing services that increase awareness of diversity and social responsibility. These activities encourage students to be responsible citizens by donating food items to underprivileged children and low-income students. During the most recent end-of-the-year holidays, students held a food drive, raised funds for disabled students on campus, and organized gift donations for low-income children. On February 3, 2012, ASO Board and Student Club Leaders participated in training that will include strategic planning, goal setting, shared governance, and learning leadership styles. As the college does further assessment and analysis of this ISLO it will be able to determine actual outcomes and look for interventions that will increase more student engagement and student learning in these areas.

Evidence

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The Curriculum Committee has developed a General Education Request form that is submitted along with the course outline of the course being requested as fulfilling a General Education requirement. The Curriculum Committee then reviews the specific SLO(s) of the course to make sure it is aligned with the requested General Education category.

LASC’s Communication ISLO (Oral and Written Skills) requires that students “use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.” The Cognition ISLO (Reading Comprehension, Computational Skills and Critical Thinking) requires that students “use critical thinking and computational skills to analyze, synthesize and evaluate ideas and information.” As was mentioned earlier, the SLO Committee is reviewing possible revisions to the ISLOs with more discreet outcomes associated with each of the five major ISLOs.

The faculty members of Los Angeles Southwest College have developed a definition of general education, as stated in the catalog and the Curriculum Committee Philosophy on General Education:
General Education: A program of general education comprised of associate degree programs and other planned experiences which develop knowledge, skills and attitudes necessary for the student to be effective as a person, a family member, a worker, and a citizen, thereby enhancing the quality of life for the individual and for society-at-large.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In keeping with the mission of Los Angeles Southwest College, General Education courses should also expand academic experiences that contribute to enrichment of life, affirm a diverse population, and promote life-long learning. It is also desirable that General Education programs involve students in critical thinking to address major social problems.

The catalog statement accords with Board Rule 6201.14 and serves as the rationale for the inclusion of courses in the general education (GE) curriculum. A four-page document, available as separate handouts and published in the catalog, presents students with comprehensive lists of courses to choose from to fulfill the GE requirements for the associate’s degree (Plan A and B), and to transfer to California State Universities (CSU-GE) or the University of California (IGETC).

The faculty members oversee the process for including courses in the GE lists through the Curriculum Committee of the Academic Senate.

Faculty proposing a new course may submit a GE Course Application along with the outline of the proposed course. Since spring 2011, the GE Application has required an examination of the course SLOs to determine their alignment with LASC’s five Institutional/General Education SLOs (ISLOs). The Curriculum Committee’s GE Subcommittee reviews the application and may recommend that the course’s request for GE status move forward. The Curriculum Committee reviews the course including course content and methodology in line with the tenets of general education. The committee may recommend the course as fulfilling a GE requirement for the associate’s degree and/or for transfer. The Academic Senate has final approval of courses to be forwarded to the Board of Trustees. The processes for review include non-credit and credit, with GE following under credit.

Students who complete their GE coursework must select from humanities and fine arts, the natural sciences and social sciences.
Analysis and Evaluation

Evaluating the effectiveness of learning at the institutional level is more challenging than at the course level. In spring 2008, faculty met to form “Teaching Communities.” The goal of the meetings was to share ideas on increasing student success in Critical Thinking and Information Competency; to provide a venue for dialogue among faculty resulting in ideas for improving student performance; and to share assessment strategies (develop common rubric), assess results, and put improvement plans into action. Faculty were paid stipends for their involvement in a series of three seminars conducted by the SLO Coordinator. During the first seminar, elements of critical thinking were discussed and how faculty elicit those skills from students. As homework for the second seminar, faculty were to give students the assignment and evaluate submitted assignments. Then they were to bring 3 samples of student work (High/Medium/Low) and be prepared to share results. During the second seminar, there was sharing of examples of student work (high/medium/low) in that assignment and sharing of “grading” criteria. Based on the question, “why did students perform the way they did?” faculty shared their experiences and insight. Finally, during the third seminar, faculty brainstormed how students’ performance can be improved and completed an improvement plan. Although they did not finalize a rubric, their dialogue on critical thinking was invaluable. Faculty shared student assignments, scoring procedures and results, and plans for improvement. Subsequently, there was a Faculty SLO Assessment Reunion in spring 2009. The formalized Teaching Community lost momentum, partly due to lack of funds for faculty stipends.

During spring 2011, three faculty piloted a study to assess written communication and critical thinking using existing course assignments in anthropology, English and biology. They developed a common rubric, which they used to assess the communication ISLO in five sections of courses. Results have been summarized in II.A.1.c. Preliminary results of ISLO assessment for ISLOs 3, 4, and 5 will be recorded and analyzed in the spring of 2012. Those Student Services SLOs aligned with ISLOs were initially reviewed along with assessment results in fall 2011. Discussions are currently underway about how to revive the formalized Teaching Community in order to improve these assessments and make improvements in student learning in these areas.

LASC now has a process for systematic faculty review of GE courses, based on their alignment with the college’s five ISLOs. This supplements existing practice in which the faculty author consults with the department chair on the applicability of the course, according to Board Rule 6201.14, and in comparison to the courses already approved for GE. In all departments, all the faculty members must review the request for GE status before it can go forward.

For courses that have been updated since its implementation, the district’s ECD system indicates if they have been approved by the department chairs and the articulation officer for inclusion in general education. A department, in conjunction with the department chair, recommends a GE course to the GE committee, which makes a recommendation for approval to the curriculum committee. If approved it goes to the academic senate for approval. The
articulation officer verifies the course at that point. Thus, the number of updated courses on the ECD (https://ecd.laccd.edu/) should indicate how well the college is using the new application to align GE courses with ISLOs.

The college is in the process of implementing an updated SLO process where every student will be assessed according to each course SLO. The new SLO coordinator will be updating the faculty on the new process in Fall 2015. As the benchmarks (or minimal expectations) for ISLOs are assessed, the college will have additional information with which to gauge the degree to which GE courses meet these goals.

**Evidence**

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

**Evidence of Meeting the Standard**

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

Los Angeles Southwest College’s 45 occupational certificates prepare students for employment in fields from accounting to counseling, from real estate broker to preschool teacher. Child Development and Nursing degrees open doors to careers.

Attaining LASC’s Associate Degree in Nursing qualifies a student to take the NCLEX-RN board examination required for licensing as entry-level-competent registered nurses to practice in the US. Since fall 2008, 80-90% of LASC’s students taking the exam have passed it; in spring 2011, 83% of LASC students passed. LASC prepares students for this exam throughout the RN program. In 2008, LASC began to use the Test for Essential Academic Skills (TEAS) to screen all candidates for admission into the nursing program.

The TEAS test, a product of Assessment Technologies Institute (ATI), provides reliable information about students’ ability to pass the NCLEX-RN exam. ATI testing of students in the RN program assesses critical thinking and mastery series testing and culminates with an NCLEX-RN predictor exam. The nursing department subsidizes the cost for graduates to enroll in the Kaplan NCLEX-RN Review Workshop with 100% participation rate.
Child development courses align with best practices in early childhood education as guided by the NAEYC (National Association for the Education of Young Children), statewide early childhood competencies, curriculum frameworks, and by workforce advisories. The child development department collaborates with the Child Development Center Lab School and California Early Childhood Mentor Program, gaining useful feedback on students’ levels of preparation.

The child development department assesses program and course level SLOs to obtain data on students’ competencies and levels of preparation. Graduating students are also surveyed at the end of each spring semester to document their permit status, employment, and matriculation status/goals.

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

When the college eliminates or makes major changes in programs, it does so through the conclusions of the program review, program viability, and substantive change processes. This process acknowledges identified signals that initiate a process to determine whether changes or termination of a program is necessary to maintain “program viability.” As part of the process, the college makes sure that students are advised about any changes that may occur as an outcome of the review process and creates systems, if necessary, to assure that affected students can complete their programs.

**Analysis and Evaluation**

It seems that the campus strongest way for evaluating programs is on the basis of FTE and the amount of dollars it represents to the school. Many students are left without a plan when their classes are cancelled because of low enrollment. Many students spend 5 and 6 semesters to get their AA degrees because they can’t get the classes they need to graduate sooner. The school should improve their process for evaluating programs and, if changes occur, address students’ needs with a minimum period of disruption. Students should be notified and alternatives presented immediately. The College has assessed its services to students specifically by surveying specific populations of students both through a written instrument and focus groups.

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

Evidence of Meeting the Standard

LASC follows set procedures to evaluate and improve the quality and currency of all instructional programs and develop and approve new programs. Over the last three years, LASC has followed an aggressive schedule in making sure all course outlines are up-to-date and contain at least two SLOs with methods for assessment. In addition, the LACCD requires that all course updates be filed in the Electronic Curriculum Database (ECD). For example, beginning in fall 2009 the college began having course outline workshop updates in which faculty would gather (usually on a Friday) by department and work together with the SLO Coordinator, curriculum chair, technical reviewers, and district trainer to update all course outlines. Although the workshops were not held this past year, faculty maintained an aggressive schedule to archive courses no longer offered and update with SLO courses that are part of the regular curriculum and contained in the college catalog. Current practice is that no course is placed in the schedule or college catalog without a current updated outline. Additionally, the college will explore possible joint assessment projects between the SLO Committee and Achieving the Dream to coordinate its interventions for improvement of the quality of its courses and programs.

In order to meet the Standard, it is recommended that the library regularly update its print and online collections in consultation with discipline faculty. It is 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. Finally, it is recommended that a sustainable funding source be identified for the acquisition and maintenance of learning resource materials.

Because the Library provides instructional services as well as non-instructional services, the library is responsible for conducting both an instructional program review and a non-instructional program review on an annual basis. During the spring, 2012 semester, the library revised its non-instructional program review student learning outcomes and began assessing them during fall, 2012. As a result of the review, interventions were implemented to meet the deficits identified in the review. Those deficits included the loss of the information competency course offerings limited library instructional workshops, limited professional staff and inadequate materials acquisition.

The college has two information competency courses in its repository but the courses have not been offered since 2007. Revisions to the courses, including the addition of student learning outcomes, were submitted and approved by the college curriculum committee in December, 2012. Library Science 102: Internet Research Methods will be offered during the
Spring, 2013 term (Appendix 4.20 Spring schedule of classes). Formative and summative assessment strategies such as classroom assessment techniques and a pre-/post-test will be employed in assessing the course SLOs. Immediately thereafter, this data, along with completion and success rate data, will be collected and analyzed. Based on the assessment results, the course will be refined, as appropriate, for the 2013-2014 academic year. Library science 101 is scheduled to be offered in fall 2013. In the future, Library Science 101 will be offered each fall and Library Science 102 will be offered each spring. The library science courses and the information competency instruction sessions will be utilized to assess the efficacy of information competency Institutional Student Learning Outcome.

The LASC Institutional SLO team identified two specific areas of growth in critical thinking that faculty can focus on within their classes: 1) Influence of Context and Assumptions and 2) Student’s Position. These two areas of critical thinking are paramount to success beyond LASC. Students need to understand how to analyze their own and other assumptions and how to carefully evaluate the relevancy of information when presenting a position. Students who know how to account for the complexities of an issue, synthesize the point of view of others, and develop a logical position or hypothesis, will be able to navigate through the challenges of life. The ISLO team, in order to meet this challenge, suggests that Library Science 101 (Library Research Methods) be a recommended class for research-based courses. This item will be a discussion item at the curriculum committee meetings during the spring semester 2013 and faculty teaching research courses will be urged to reference this course in their courses, either as a prerequisite or as an advisory course.

In fall 2012, the library began an aggressive discipline-based outreach program, instituting a librarian liaison model to ensure effective communication and collaboration between the library and faculty for development of the collection and information competency instruction (Appendix 4.21). As a result of this targeted model, library and discipline faculty discussions regarding collection needs have increased, particularly for the new reading and environmental science programs. Information competency instruction sessions relative to effectively locating, evaluating, and using information sources continue to be offered. In the past, the library chair would send out an invitation to faculty for information competency library sessions at the beginning of the semester. Scheduling of these sessions entailed faculty completing and returning print instruction request forms to the library. In fall, 2012, the library revised its library instruction request form to include additional conceptual modules that align with information competency proficiencies such as identifying an information need and effective documenting and citing of information sources (Appendix 4.22). This will ensure more consistent teaching of information literacy core competencies which align with the ACRL Information Literacy Competency Standards for Higher Education (Appendix 4.23). In fall, 2012, the library elected to use a pre-test post-test assessment method for its information competency library instruction sessions (Appendix 4.24). The initial data was analyzed and interventions identified to improve the next cycle of library instruction and assessment (Appendix 4.25). Interventions reflected in the non-instructional program review include a tighter mapping of pre-post test questions to content taught and more consistent data collection,
A line item of $50,000 is now entered annually into the library budget for both electronic and print materials (Appendix 4.26). An accounting of the funds will be presented to the Academic Senate within the first 60 days of the fall term for information. The library has also developed a five-year plan (Appendix 4.27) for material acquisition to reach the minimum goal established by Title 5 and the Association of College and Research Libraries (ACRL) by the end of the spring term, 2018.

**Analysis and Evaluation**

**Evidence**
II.B. Library and Learning Support Services

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

Evidence of Meeting the Standard

Los Angeles Southwest College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The College is committed to ensuring that learning support services are consistently available to students at a level that is sufficient to support the learning needs of its diverse student population.

- The Library and Student Success Center (SSC) are open regularly during semesters and intersessions to be available to students during the entire academic year.
- Reference librarians are available to students and faculty whenever the Library is open and also support personnel responsible for student learning by providing in class lessons on using Library resources and specialized research guides on request.
- Regardless of location of location, students are able to access the library’s electronic resources through the LASC Library Website.

Student Success Center

The Student Success center provides tutoring and supplemental instruction and workshops designed to address the needs of all students across the curriculum and assists students in achieving their academic goals by offering services that address the learning styles and ability level of the students. The SSC is located in the library on two floors. In addition to tutors, the SSC provides students with the use of computers, whiteboard, study rooms, student tables, and course specific supplemental instructors. The student success center is open during the regular library hours.

Library

The College recently reopened its permanent Library and Student Success Center in spring 2015, as it underwent a 38.8 million dollar renovation. This renovation included reading rooms, individual study carrels, group study rooms, library stacks, two smart classrooms with smart boards, two computer labs with 48 new student-use computers, librarian offices, and a workroom. The library also has Wi-Fi and open spaces for students who want to use their personal computers and tablets, or study (LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library).
The library services provided include circulation of materials, reserve materials including textbooks and reference resources available for 2-hour check outs, electronic books and databases. Other services provided in the library are a computer lab with limited technical support provided by library personnel and with printing capabilities. The lab has internet capabilities and software that includes the Microsoft Office suite, research databases, and any software requested by faculty such as Ableton, a music software, and QuickBooks for Accounting students.

Additionally, software and equipment to support DSPS students are available such as Kurzweil and Jawbone. These software have been deployed in labs across the to increase access and support to the college’s disabled student’s population. To provide ease of access to the database for online students and other students who need to access the databases remotely, the College has purchased and installed EZ-Proxy (Appendix 2B-4) a software program that allows students to access proprietary databases that the college has purchased subscriptions to when off campus.

To ensure that the Library and Student Success Center provide ongoing instruction and learning support services, the library faculty have developed an ongoing, annual process to regularly update and assess its library collection. A one-time $250,000 allocation for print and electronic books and other library materials was used to fund the titles on this list (LASC Library 2013-2014 Acquisition Plan for Library Remodel). As part of the five-year budget plan, the College has committed an additional $50,000 per year to update the print and electronic library collection. As an external check on the validity of this process, the Library Advisory Committee meets regularly to review the acquisition plan and offer feedback (Library Advisory Committee Minutes, December 15, 2014).

In addition to updating the physical resources of the library, the College has also allocated funds to increase the library’s human resources. The college currently has two full-time librarians (as one librarian was hired in spring 2015 as replacement for a retirement), in addition to a number of part-time librarians. This allows the library to expand its hours, and also better respond to student requests for assistance.

**Information Competency**

The Library provides formal instruction classes (Library Science 101 and Library Science 102) and informal instruction (information competency workshops) to ensure that students understand and demonstrate information competency. The library continues to implement a full cycle of instruction, assessment, and program improvement related to the College’s Information Competency ISLO. Specifically, library staff have collaborated with the English Department to teach and assess the College’s Information Competency ISLO for multiple semesters.

In fall 2013, the College information competency ISLO was assessed in English 21 and 28. These are the two lowest-level courses in the English course sequence. The results of this assessment indicated that students in those levels have challenges understanding differences
between scholarly information sources and non-scholarly internet sources (Information Competency Report). To determine whether students gain understanding in this area by the time they reach college-level English, the same assessment will be performed in English 101 (i.e. College Reading and Composition I) and English 103 (Composition and Critical Thinking) in spring 2015. At the end of spring 2015, English faculty and librarians will participate in a debriefing to analyze this ISLO assessment data. They will then develop and implement strategies to ensure improvement. Further, they will begin exploring ways to integrate the information competency ISLO into the overall college curriculum rather than relying solely on one department to meet an ISLO.

The library also offers information competency instruction orientations. To assess information competency learning, pre-test and post-test assessments are included in all orientations (fall 2014 pre-test/post-test assessments). As a result of these assessments, orientations are refined to ensure that students are gaining and retaining the relevant information.

**Analysis and Evaluation**

The college has committed an additional $50,000 per year to update the print and electronic library collection. The librarians and staff of the Student Success Center work to ensure that the support services such as tutoring, supplemental instruction, computer, study room, WiFi, and access to the online library services are available for all students in educational programs offered the college. Through face to face and online formats, students can utilize resources and services offered in the library, regardless their location.

Both the Library and the Student Success Center have the physical, technological, and fiscal resources sufficient to meet the learning needs of students. The Library provides formal instruction classes and informal instruction to ensure that students understand and Demonstrate information competency.

**Evidence**

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

**Evidence of Meeting the Standard**

Los Angeles Southwest College relies on the appropriate expertise of faculty, including librarians, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

In 2012, the College established a Library Liaison Model whereby the full time librarians are specifically assigned to specific academic departments to assist with collection developments. The librarian assists in the department in decision making as it considers,
plans, and updates the curriculum and offers suggestions on collection development and as a result of this process, is aware of the future needs of the library collection. Additionally, a librarian is a voting member of the Curriculum Committee and is present to provide the same assistance to the Curriculum Committee and is aware of changes, additions and updates to the curriculum that will impact the collection.

In 2012, with consultation with expertise of faculty, including librarians, and other learning support services professionals a major de-selection project was completed that resulted in the elimination of 17,000 obsolete titles from the collection. During 2012-2013 academic year, the Library completed a two-year materials acquisitions plan and revised the collection development policy to help ensure that its holdings remain current.

During the prioritization of the Prop. 30 funds and the recommendation of the Prop. 30 lottery funds this fall, decisions were made by faculty and support services professionals to ensure that the library has the educational equipment and materials to support learning and enhance the achievement of the mission of the college to “empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders”.

**Analysis and Evaluation**

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

**Evidence**

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

**Evidence of Meeting the Standard**

The Library and the Student Success Center regularly evaluate the effectiveness of its services and developments plans for improvement in the program review process (Library and Student Success Center Program Reviews).

**Analysis and Evaluation**

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

Evidence of Meeting the Standard

Los Angeles Southwest College relies on outside vendors for many library and learning support services. Formal written agreements exist for all such arrangements. Examples of such arrangements include:

Electronic Databases

EBSCO is the provider of the College’s research databases (List of databases – appendix xxx) through a statewide consortium. The databases are adequate for the research needs of the college. In order to meet the goals of making the databases easily accessible and utilized, the College took the additional step of procuring access to EZ-Proxy, a software that validates the users of proprietary databases and allows students, faculty and staff to access the databases remotely. Utilization of the databases is assessed using (quarterly, monthly, annual) reports provided by the vendor. Each quarter the results are analyzed and efforts are taken to increase utilization and effectiveness. Whatever the level of utilization, efforts are continuously taken to increase utilization.

Electronic Books

LASC maintains a collection of electronic books (E-Books), some of which are part of the Library’s permanent collection and some of which are subscription based. This provides a resource to faculty, staff and students of over 238,000 fiction and nonfiction E-books as well as access to the Gale Virtual Reference Library. This resource is available and accessible to all students whether on campus or at a remote location.

Interlibrary Loans

Los Angeles Southwest College Library cooperates with the eight other District libraries and participates in an intra-library loan system for books. SIRSI is the provider for the integrated library System for all of the libraries of the Los Angeles Community College District (LACCD) and the contracts are negotiated and maintained by the District contracts office. The LACCD Information Technology Department maintains and secures the SirsiDynix Symphony server. This system enables students to search for resources across the district library database.

SmartThinking
TutorTrac

Etudes

Analysis and Evaluation

Evidence
II.C. Student Support Services

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

Evidence of Meeting the Standard

Analysis and Evaluation

Evidence

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

Evidence of Meeting the Standard

Los Angeles Southwest College conducts annual program reviews to identify student needs and evaluate how well the college meets them. Program review uses both quantitative and qualitative data to evaluate the effectiveness of programs and services and makes use of this evaluation as a basis for improvement. Student Services use the program review process to measure the extent to which institutional goals are being met, assess how program is meeting Student Learning Outcomes (SLOs), evaluate the quality of services, define new goals and objectives and highlight areas requiring additional resources to effectively meet student needs.

All student services departments and programs participate in an annual non-instructional program review process, including data-based assessment of trends within programs and the opportunity to identify high-priority resource needs and forward them for inclusion in the annual Integrated College Operating Plan through the process described in Standard III.D.

The program review process begins with the collection and analysis of data including the CCSSE survey, student focus group reports, and the on-line point-of-service surveys that all student services departments conduct. The point of contact surveys are conducted in the departments after students have received services such as counseling or assessment.

Student services programs and departments analyze the data to develop a picture of their performance, identifying emerging trends such as student demographics and their implications; progress toward achieving previously-established goals and objectives, including SLOs; and any needs for physical facilities. Program review describes staff development activities and
achievements and the implications of staffing trends and ultimately identifies program weaknesses, opportunities, strengths, and challenges. Continual improvement in student support services is regularly implemented based on results of program reviews.

Some examples of program improvement based on evaluations are as follows:

**Analysis and Evaluation**

The Student Service Division at LA Southwest College engages in a continuous process to assess the effectiveness of academic programs and student services in alternate locations and distance education. (Need Evidence from Online student survey).

- The College uses data provided in program reviews to evaluate the quality of student support services and to ensure admitted students from the diverse community are able to benefit from our student support services. Student services programs undergo program reviews annually to evaluate program effectiveness. Student services programs work to provide student access to higher education, promote student success, and assist students with attaining their educational goals. Annual planning at the program and area level fortifies the intent of services to support student learning and are in alignment with the mission of the College. Furthermore, many programs participate in annual programmatic and fiscal audits and undergo state review.
- Student support programs also administer customer service surveys (point of contact surveys) to students to assure the quality of their services. The surveys are used to collect data to determine that admitted students are able to benefit academically and socially from these support services.
- The data collected by student service programs is used in program reviews, program plans, and metrics data to evaluate program effectiveness. For example, the Admissions and Records Office administers registration surveys during peak registration. These surveys are used to assess ease of entry and student services. The results from the Admissions and Records Office survey are shared in department meetings, with the Enrollment Management Committee, and during student services meetings.
- Several services are provided in an online or electronic format to provide distance education students access to the College. These include, but are not limited to, the “Ask a Counselor” instant answer service and the Eureka Career Exploration system.
- Additionally, web tutor is available exclusively for online students. Smart thinking and Student Lingo, provides support to students enrolled in Distance Education courses to navigate and request support.

The College provides all major student support services online to all students. Online services include the admissions application, orientation, assessment preparation, registration, financial aid, bookstore and library services, records, and information on distance education.

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

**Evidence of Meeting the Standard**

Student Support Service at Los Angeles Southwest College are comprehensive, reliable, and provide equitable access to all students regardless of their required delivery methods needs.

Student Services program reviews are conducted every year to measure how students are able to benefit from program services. This is the primary tool for identifying and assessing student support services’ adequacy in meeting identified student needs and provides evidence for achieving Student Learning Outcomes and continuous program improvement. Each program develops its own student learning outcomes (SLO) and objectives that must be measured. Moreover, the program reviews provide each program with an opportunity to identify priority resource needs which formulate the institution’s annual ICOP. Results from annual progress reviews establish the degree of accomplishments of student learning outcomes and provide the basis for future improvements on service delivery.

Los Angeles Southwest College provides a wide array of programs that directly support students achievement and address the college mission, including the assurance of open access, the promotion of a quality learning environment, and success in academic, vocational, and transfer endeavors. Each program assesses if students are benefiting from the services. TRIO Programs, Outreach, admissions, matriculation, financial aid, orientation, counseling, and myriad other services at the College provide wide-ranging support to ensure students’ learning, persistence, and academic success. Additionally, each program assess students’ progress through Student Learning Outcomes, program objectives, state and federally mandated performance reporting, and record keeping.

A full list of support services and programs is listed in the College Catalog. The college website contains the locations, phone numbers, and hours of operation of support services. However, some of the sites need to provide updated information about program services and staff. In addition, most student support services distribute written materials specific to their programs and maintain individual links on the LASC website. Some of the programs require an application process to participate due to state or federal mandates. For example, TRIO Programs require students to be eligible for the program based on income eligibility. A separate application is requested and recorded in program’s database to track students’ participation in the program. The following is partial list of program and how they ensure students are benefiting from their services and accessible.

**The Outreach and Recruitment Office**

The Outreach and Recruitment Office is focused on increasing awareness of the educational opportunities at Los Angeles Southwest College for prospective students reflective of the diversity of the community. The program is led by dynamic outreach staff who are approachable and engaging toward prospective students. The outreach specialist conducts
classroom presentations, attends college fairs, and provides one-on-one advisement. The Outreach Office arranges for on-application workshops at the school sites along with dates for students to take assessment and complete orientation prior to the start of classes. Moreover, the outreach specialist works closely with local school administrators and counselors to inform of opportunities and admissions policies at LA Southwest College.

The Outreach staff (1 Specialist and 5 college students) are trained to encourage and advise students from underrepresented backgrounds to pursue higher education and develop a college-going culture. The outreach staff also conduct a college preview day for incoming high school seniors that includes workshops from faculty, staff, and administrators. This event attracts over 300 interested students.

In 2014-15, Outreach Specialists made over 1,000 contacts with prospective students through presentations. Thus, the Outreach Specialist must maintain documentation on students who have demonstrated interest in attending LASC, inquiries about the college, and high school information. The Outreach Staff are able to address the needs of students and school staff during their presentations and benefit students’ engagement with the college. Through these and other initiatives over the last three years, the Outreach Program has provided information and college-going support to over 23,000 area high school students. The Outreach Office collaborates with various programs on campus to ensure incoming students are informed of campus resources.

Financial Aid Office

The Financial Aid Office participates regularly in a number of outreach and recruitment events, including Cash for College and Financial Aid Application Preview Day. Also, Financial Aid staff assists Outreach in conducting workshops for incoming students and their families about financial aid application process. This is done to ensure current and incoming students are benefiting for financial aid. A particularly effective event is held in early March to provide students with assistance with Free Application for Federal Student Aid (FAFSA). Students who receive assistance or verify they submitted FAFSA receive a ticket for a free In and Out Hamburger and refreshment.

Counseling Services

Counseling Services are provided in multiple areas of the College: within the Counseling and Student Success Division; through various categorical and specially funded programs such as EOPS, CalWORKs, Disabled Students Programs and Services (DSPS), Matriculation, and TRIO Student Support Services; through other grant-funded programs of Passages Program and Nursing. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, and career advancement.

Counseling provides on-line resources to accommodate the needs of students such as “Ask A Counselor”, E-Advising, and E-SAR (on-line scheduling system).
General Counseling services are provided approximately four days per week, including four Saturdays, throughout the academic year. The categorical and grant funded programs are open five days a week throughout the academic year. General, EOPS, TRIO, and CalWORKs provide bilingual counselors (Spanish-speaking) to address a growing Latino student population on campus. General, Categorical and grant fund Counseling each have their own Program Review which include objectives, Student Learning Outcomes, assessment of trends within programs based on data, and priority resources request. Programs are able to assess if students are benefiting through point of contact surveys. Each program is required to provide students with survey to assess programs’ quality of service delivery and progress toward meeting SLO. For example, TRIO Student Support Services (TRIO Scholars and TRIO Stem Scholars) recently developed an online survey for its participants to assess program’s service delivery, request suggestions, and measure progress toward meeting objectives and SLOs. This survey is conducted in office after each counseling session (survey monkey). The staff use the survey results to modify its service and office practices to best serve students.

**EOPS/CARE Program**

The EOPS/CARE (Cooperative Agencies Resources for Education) Program works closely with General Counseling and the Transfer and Career Centers to provide comprehensive, “above-and-beyond” support to academically under-prepared and under-represented students. In addition to outreach, orientation, and registration services, program participants receive mandatory counseling, guidance, and academic advising. The EOPS/CARE are required to submit annual reports to the state to document its success in meeting state mandated objectives related to service delivery, retention, and persistence toward degree and transfer.

Other programs include the Academic Honors Societies (Phi Theta Kappa and National Society of Collegiate Scholars), which promotes leadership, scholarship, fellowship, and service on campus and in the community. Each year, the Phi Theta Kappa (Beta Pi Omega) Honors Club plans activities that support the national honors topic. Students are informed of their eligibility and students can decide if they wish to apply for the honors societies. Honor Society students are able to run their chapters and address honors topics of their choosing.

Distance education via ITV or web-based instruction offers students access to learning opportunities by providing students with the means to earn college credit without being on a campus and/or at a center. LASC is committed to providing students who utilize distance education with the same individualized support, academic standards, and experienced faculty found in classrooms. The application, orientation, registration, and financial aid services are accessible online to students; and they only need to visit a campus Matriculation Office for assessment and counseling services. Moreover, distance education provides orientation on campus prior to start of on-line to review password, instructional platform, and syllabus. Students are able to evaluate their on-line classes and provide recommendation for how to improve course delivery system.
To ensure achievement of the College’s core mission related to quality instruction that is accessible and reliable the Admission Office provides admission, registration, and access to records through a multitude of web-based services. Students taking courses at LASC can register online or in-person at the admissions office; however, on-line registration is the primary means for applying for classes.

To address the growth in the demand for services and classes, the Admissions Office is open five days a week including a total of 6 weekends during the academic year. The LACCD enhanced its web-based student services to include an online transcript request option and access to a variety of online forms and district issued student email system.

Admissions and Records accepts paper and online admissions applications. Students who apply online will be emailed an appointment date and time, and students who apply in-person will be given an appt. date and time (which must be entered on DEC). The Admissions Office implemented a text message system to remind and allow students the opportunity to meet with counselors to prepare Educational plans before they register. This text system will greatly enhance student awareness of admissions dates and policies. Also, Emails, voicemails and text will be sent out to remind students regarding important updates such as the need to complete matriculation process for new students and changes eligibility criteria for BOG fee waiver starting in fall 2016.

**The Financial Aid Office (FAO)**

The FAO plays a significant role in supporting open access and student learning and success through the timely delivery of financial support services. The FAO is authorized to administer Title 4 funds by the U.S. Department of Education and the California Student Aid Commission and to administer state-based funds by the state Chancellor’s Office. The FAO offers need-based aid to eligible students through Pell Grants, Federal Family Education Loans (Stafford Loans), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, Cal-Grants, BOGG Fee Waivers, and LASC Grants. Additionally, the FAO staff reminds students to meet with Counselor for Educational Plan and follow matriculation process. Students are provided with a pathway toward matriculation sheet that informs of the steps to enroll in classes and receive services. This allows for greater understanding of matriculation and enrollment process.

In response to the high demand for one-on-one financial aid computer assistance, the FAO expanded service delivery and increased service hours at its Registration/Financial Aid computer in the office. In increase awareness of financial aid, the FAO implemented a Financial Aid Awareness Day before the required FAFSA application deadline. This was done to inform students of financial aid and ensure a greater number of students apply.

The Student Success and Support Program recently implemented its new Student Orientation system. Students have an option to complete orientation in person or on-line.

**Analysis and Evaluation**
Evidence

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

Evidence of Meeting the Standard

Los Angeles Southwest College offers various co-curricular and athletic programs that meet the institution’s mission and contribute to the social and cultural experiences of its students. The College has full control for the management and finances for these activities.

Los Angeles Southwest College has three athletic programs (men’s football, women’s basketball, and men’s basketball). The athletic teams are part of the California Community College Athletic Association which is an integral part of California's extensive community college system. As authorized by the State Legislature, the Education Code provides the CCCAA the opportunity and authority to establish the rules and regulations to administer the athletic activities. The college must ensure compliance with the compliance requirement of CCCAA and the U.S. Department of Education’s Title IX requirements. Currently, Los Angeles Southwest College does not have gender equity in its athletic programs, however, the college is developing a plan and budget to bring on additional women’s sports such as Volleyball, softball, and soccer. The college provides athletics programs with an overall budget of approximately $180,000 per year and ensures all coaches and trainers are district employees who meet the criteria to work with student athletes.

Athletic programs have been critical in bringing underrepresented students on campus. Currently, the college is approximately 70% female and 30% male. Athletic teams such as football recruit 80-90 male student athletes that are full-time students at the college who must maintain at least a 2.0 G.P.A. to participate in athletic programs and competitions.

The college provides a wide array of co-curricular activities that contribute to the social and cultural experiences of students. The following is a description some activities:

The English Department established an on-line newspaper called The Word. This newspaper addresses issues of politics, society, and diversity. Each year, the English Department organizes a poetry event called “Say the Word.” The department has a CD compilation and book based on the poetry from this event.

Say The Word is an annual event on campus—sponsored by the English & Counseling Departments and Puente Program, and supported by the LASC Poetry Collective and Hip Hop Congress—which celebrates scholarship and student achievements, recognizes success in literacy, and reaches out to the local community to position LASC as a community center for engagement with current events, social issues, scholarship, and literary arts.

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Say the Word was held each semester at Los Angeles Southwest College. Support of this event comes from donations from LASC faculty and Staff. Additionally, local community resident and business contribute to this annual event (http://www.indiegogo.com/Say-The-Word-A-Celebration-of-Spoken-Word-Poetry-Student-Writing).

Rationale behind Say the Word: LASC Professors have found that students who are exposed to dynamic, exciting performances by authors and poets are motivated to pursue literacy and mastery of spoken and written language; Say The Word provides this opportunity, culminating with opportunities for students to publish their work in an annual anthology or perform their work on our stage. For our students, who live in a community stricken by poverty and financially deprived of high-quality education (except for that at our fine institution of higher learning, of course), this sort of recognition—while seemingly superficial—really means something special to them, validating their place in higher education and in the world of academia in ways that often lead to life-changing decisions to become writers or to pursue their education beyond community college. LASC has handed out awards at previous years’ events and published the anthology of student writing for several years; our students often cry when they are recognized: it’s a validating and life-changing experience that is really not about the money.

The Puente Project is an academic preparation program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally disadvantaged students. Project is coordinated through English Department and Counseling Department. Its mission is to increase the number of educationally disadvantaged students who:

- Enroll in four-year colleges and universities
- Earn college degrees
- Return to the community as mentors and leaders of future generations

Students in Puente work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities. Multi-cultural perspectives are incorporated into the program focus. Puente students take two consecutive writing classes, the content of which focuses on Latino authors and issues. Puente students also take a one-unit Human Career Development class each semester. They work individually with the Puente counselor until they graduate from SCC, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit UC and CSU campuses and attend an annual Puente student transfer conference. Each Puente student is matched with a mentor who is a businessperson or professional in the local community. Students and their mentors commit to a minimum of nine hours of contact during the academic year.

The Sociology Department established a student club called “Hip Hop Congress” to celebrate the power of music as a movement for social change and cultural identity.

The Anthropology Department has been active in developing course curriculum and activities that promote cultural understanding and dialogue. In Anthropology 102 (Human Ways of Life), students complete a "mini-ethnography" project in which they must do first-
hand observation research and analyze an area of public life in Los Angeles; students have done topics like the county services building, malls or other stores in different areas of the city, the public transportation system, public parks around the city, etc. Students in this class are also required to learn about other ways of life by interviewing someone else about their family/kinship system and attending and writing a description of an unfamiliar religious ritual.

- In Anthropology 133 (Peoples and Cultures of Africa), I have had students attend or visit a local site that serves African immigrants; this can be a restaurant, grocery store, cultural, or religious event. Students also keep a current event journal and news in Africa.
- This summer, Anthropology 102 will include an option study-abroad component with two weeks in Seville, Spain. The trip should involve time at the University of Seville, meetings with local social activist groups, and tours of historical sites. We will know for sure about whether the abroad component will be happening by the last week of April. (The number of enrolled students is lower than we had hoped right now.)

The Political Science Department established a speaker series called “Courageous Conversations” that tackles contentious social, political, gender issues. Topics have included an awareness of the Ballot Measures and Gay Marriage Initiative called “Gay is the New Black”.

The Theatre Department provides various stage performances to create awareness of the arts, culture, and social issues. In the spring 2015, Theatre Department conducted a performances on campus.

The Music Department hosts monthly “Jam Sessions” which invites community musicians to share the stage with LASC student musicians to jam to various types of musical genres. These events are well attended by community members and students.

The Student Services Division
The Student Services has provided numerous promote student understanding and appreciation of diversity. The Department publishes a campus wide Student Success Newsletter to promote understanding of what each unit of the division is doing, stories on successful students, innovative programs.

The Passages Project was established in fall of 2010 to serve male African American Students. The Passages Project is a collaboration of faculty, staff, and students dedicated to the success of all male students at LASC. The Passages Project is funded through a grant from the Department of Education. Passages provides in-Class Tutorial Projects, Designated Counselor, Linked Courses in English and Sociology, College Tours, leadership skills training and conferences.

Passages provide personalized counseling, tutorial services, and education enrichment experiences through such activities as university tours, campus volunteer projects, and cultural lecture series. In the spring 2015, Passages organized a Youth Leadership Conference on campus.
The Associated Students Organization of Los Angeles Southwest College represents all students and sponsors activities including publications, assemblies, awards, student services, and club and social activities. Membership in this organization permits participation in L.A.S.C.-sponsored activities and events, including free admission to certain social affairs and a reduction in the price of admission to every college-sponsored activity which the Association is unable to furnish free to its members. ASO organizes various campus events to encourage student involvement and shared governance:

- ASO activities for 2014-15

The Disabled Student Program and Services (DSP&S) provides educational support services to meet the unique needs of students with disabilities and to assist them in achieving a successful college experience. Services include the following:

- Assistive Computer Technology
- Auxiliary Aides
- Alternate Media
- Liaison with Campus and/or Community Agencies
- Priority Registration Assistance
- Special Parking
- Supplemental Specialized Orientation
- Extended Testing Time & Testing Rooms
- Academic, Career and Personal Counseling
- Sign Language and Interpreting Services
- Reader, Note taker, Transcriber Services
- Mobility Assistance
- Proctored Testing
- Workshops for faculty on how to identify and assist students with disabilities

The Latino Employee Association (LEA) of Los Angeles Southwest College is comprised of committed and professional staff. We embrace a proactive role in collegial affairs, ensuring opportunities to express opinions at the campus level and assuring a greater understanding and inclusivity of Latino issues. This organization is open to all campus employees. LEA organizes events in conjunction with the Diversity Committee, ASO, Puente, and Latino Student Organization such as:

The Diversity Committee of Los Angeles Southwest College coordinates the various cultural celebrations on campus and encourages cohesiveness and cultural understanding. Committee is composed of faculty, staff, administrators, and students. Diversity committee has organized events in conjunction with various department or programs such as Puente, LEA, ASO, and academic departments. For example, Diversity Committee helped with the planning of Black History Month and Cinco de Mayo.

The Sister to Hermana Program is monthly speaker series to empower women at Los Angeles Southwest College. Topics vary depending on the interest of the women in the group: relationships, money management, college success, successful women in business. Women
from professional fields are invited to present for the women and provide advice on success in college and beyond.

LASC presents Counselor Awareness Day on XXXX in the Student Services Plaza (East). Students can get to know their campus Counselors, visit the new Student Services Building, learn more about graduation and transfer, and enter to win raffle prizes. Please urge our students to stop by for some ice cream and popcorn and to learn about the many reasons to see a Counselor.

Los Angeles Southwest College is a participant in the Prevention of Campus Violence programs funded by the Department of Justice. The name of the campus committee is Healthy Advocacy Response Team (HART). Colleges of the Los Angeles Community College District and Mount Saint Mary coordinate this program under the leadership of the research division of the USC Rossier School of Education at the University of Southern California. The grant strives to develop programs to prevent campus relationship violence, domestic violence, date rape and stalking. Los Angeles Southwest College has established a campus response team to develop special programs and to provide assistance to victims of sexual and/or domestic violence. The Campus Response Team of Los Angeles Southwest College can provide confidential assistance. HART organizes events such as:

- Domestic Violence Awareness
- Denim Week Activities
- Women’s Self Defense Workshop
- Stalking Awareness

Los Angeles Southwest College has clearly developed a broad variety of practices, programs, and services that promote student understanding and appreciation for diversity. Survey results indicate that LASC students place high importance on these issues. However, there are challenges in promoting student understanding and appreciation of diversity that require the continued commitment of LASC in fostering those programs and services that are focused on diversity issues. LASC uses survey such as the fall Student Survey and Community College Survey of Student Engagement Benchmark Survey to determine its effectiveness of services. In assessing the Student Survey results from fall, students indicated a lack of attendance at some campus events. Thus, more is needed to attract students to campus-sponsored activities that promote culture, diversity, and understanding. The assumption is these results will increase due to the quality and abundance of services and activities implemented in the fall and spring. Events such as Say the Word are highly valued by our students because it sparks an interest in literature and music through popular music such as Hip Hop

The fall 20XX Student Survey asked students about their engagement with on campus cultural and educational activities, as well as engagement with faculty outside of the classroom.

**Analysis and Evaluation**
Evidence

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

Evidence of Meeting the Standard

Counseling Services are provided in multiple areas of the College: within the Counseling and Student Success Division; through various categorical and specially funded programs such as EOPS, CalWORKs, Disabled Students Programs and Services (DSPS), Matriculation, and TRIO Student Support Services; through other grant-funded programs of Passages Program and Nursing. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, and career advancement.

Counseling Services

Counseling services are available to all current and prospective students of Los Angeles Southwest College. Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselors complete abbreviated and comprehensive plans, teach guidance courses, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded Counseling services provide required program information and services. Counselors assist students to understand educational options, identify educational and career goals, and create individual education plans for graduation and/or transfer. Counselors also provide guidance in helping students to identify appropriate resources to support academic success. Counselors may help students to understand personal strengths, learning styles, motivation, interests, and abilities. The new Student Information System (Peoplesoft) will open in 2016-17, which will allow students to review their education plans online, which will be certified by a Counselor to ensure they are accurate.

After orientation and assessment, SSSP staff schedule students for group Counseling sessions in the Counseling office to complete abbreviated SEPs. When students come in to see Counselors, they are advised regarding majors, degree completion and the transfer process. Students who are undecided are referred to the Career Center to take Eureka assessment (follow-up service). The college plans to offer personal development courses (PD 17 or 20) to anyone taking a Basic Skills course and Counselors will conduct outreach presentations targeting Basic Skills classes. The college offers two online tools for students to access counselors: Ask a Counselor and Contact My Counselor systems (discussed in more detail on page 13). Campus campaigns are planned to encourage students to complete Comprehensive SEP. These campaigns will include Counselor outreach and Counselor Awareness Day.
Moreover, SSSP staff are trained to visit classrooms to provide students with information about the importance of completing the core services and priority registration requirements.

The New Student Orientation is offered on-line or land based depending on students need. The orientation provides students comprehensive information related to their programs of study. As well as useful information about relevant academic requirements, including graduation and transfer policies. The New Student Orientation include the following:

Academic expectations and progress on probation standard
Registration priority and how to maintain it
Pre-requisites and co-requisites and the basis and process for challenging them
General Financial Aid information and qualifications for fee waiver eligibility
On-line resources to prepare for assessment test
College Tour
Review of academic and student support services on campus

Students are not allowed to take assessment or see a Counselor until they first complete orientation. The orientation also provides students with on-line resources to prepare for the assessment test. This will provide students with the opportunity to become aware of the importance of the assessment and how to prepare for it.

**Students Served**

The table below outlines the number of students who scheduled Counseling appointments or obtained walk-in services during the 2013-2014 academic year.

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Appointment</th>
<th>Walk-In</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Counseling</td>
<td>1,298</td>
<td>12,277</td>
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<tr>
<td>eAdvising</td>
<td>115</td>
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<tr>
<td>EOPS</td>
<td>1,055</td>
<td>237</td>
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<tr>
<td>Passage/Athletics</td>
<td>434</td>
<td>*</td>
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<td>CalWORKs</td>
<td>1,014</td>
<td>*</td>
</tr>
<tr>
<td>FYE</td>
<td>531</td>
<td>*</td>
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<tr>
<td>DSPS</td>
<td>939</td>
<td>25</td>
</tr>
<tr>
<td>TRIO/STEM</td>
<td>1,287</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data not available

**LASC Targeted Population for Counseling Services**

LASC will target the following students to receive Counseling services:
- new and never attended college, non-exempt
- new to LASC with prior college work
- undeclared, undecided
- continuing, returning and transfer students
• under 15 units
• not in good academic standing or student who lose financial aid eligibility due to academic performance
• without an educational plan (new, continuing, or returning)
• receiving financial aid and completed at least 12 units
• receiving financial aid and attempted more than 60 units
• receiving financial aid and attempted more than 90 units attempted, excessive units
• transfer-bound
• cohort specific students (Veteran’s, Passage, Puente, FYE, etc.)
• meet specific program eligibility and/or grant-funded criteria such as TRIO
• enrolled in state categorical programs such as EOPS, CARE, and DSP&S
• enrolled in CTE programs such as Nursing, Child Development
• enrolled in the Middle College at LASC who take college and high school classes
• current and former Foster Youth and Kinship Program participants
• incoming freshmen from local feeder high schools
• former incarcerated youth and adults

**Service Delivery Methods**

Students have the option to meet with Counselors in person, in a workshop setting, or in Personal Development courses (online/in-person options). Counselors also communicate with students through email and phone calls. In addition, online and walk-in Counseling services are provided on an on-going basis by Counselors from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety of web links, resources, guides, and directions to aid new, continuing, and returning students.

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

**Analysis and Evaluation**

**Evidence**

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
Evidence of Meeting the Standard

Assessment

In the spring of 2015, Los Angeles Southwest College started the process to evaluate its placement instruments and validate its cut scores for English, Mathematics, and ESL. Additionally, the Academic Senate requested a review of a Reading Skills assessment as part of the college assessment. The following procedures will be used to conduct this process.

The assessment test will be validated using the following required methodology:

1. Content Validity – whether the content of the assessment test matches the content being taught in the Math/English courses.
   a. How-to manual:  
      http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/ContentValidity.pdf

2. Cutscore Validity – whether the cut scores make sense for our students.
   a. How-to manual:  
      http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CutScore.pdf

3. Disproportionate Impact – whether the assessment test is put together in a way that disproportionately impacts certain groups (e.g. if the questions are worded in a way that students can’t understand, if the word problems include scenarios that only certain students can identify with, etc.)
   a. How-to manual:  
      http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf

This process is a pretty time-intensive process that requires a lot of data and input from faculty. The faculty will meet throughout the summer and early fall 2015 to complete the assessment along with Institutional Research Department.

Analysis and Evaluation

Evidence

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

Evidence of Meeting the Standard

The following documents evidence our policies for release of student records:
The college employs multiple levels of security within the student records system. Employees are given security classifications appropriate for their job duties on a need-to-know basis. All access to student information must be approved in advance by the Dean of Student Services. Employee passwords must be changed regularly, usually every three months. Employee’s Windows access is also password protected and all staff are informed that passwords cannot be shared.

1. All students are required to provide photo identification before confidential information will be shared or updated.
2. All documents containing student I.D. numbers are shredded if they are not required to be retained. The staff in A&R does not ever dispose of documentation containing student information in the campus waste bins.
3. All permanent record cards, student file folders, incoming transcript requests with checks attached, and documents pending scanning are stored in our locked Vault area, which is limited to A&R staff access only.
4. All Class I documents are scanned into our campus imaging system (Viatron) for permanent storage. Once all scanned documents have been verified as successfully scanned and indexed, we destroy the original document by means of a vendor who is contracted by the district to destroy confidential documents in a secured manner. The vendor is required to provide a certificate of destruction which certifies that the documents will be handled in a manner that ensures that confidential information is protected and destroyed by shredding so that the information is no longer legible.

Release of student information is carefully monitored and staff members are updated regularly on FERPA regulations to ensure that information is not released to a third party in error.

Analysis and Evaluation

Evidence
Standard III: Resources

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

III.A. Human Resources

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

LASC follows all State of California laws and regulations, LACCD Board Rules, Human Resources and Personnel Commission policies and procedures for all academic, administrative, classified, unclassified and volunteer positions; ensuring that all employees are qualified to provide the programs and services necessary to support student success.

Evidence of Meeting the Standard:

Development of hiring criteria

Hiring criteria used by LASC are determined by the State of California, the Los Angeles Community College District (LACCD) Board of Trustees, Human Resources Division and the Personnel Commission (PC).

- The California Education Code (CEC) (Ed Code 87360) [III.A.1-4]
- State of Californian minimum qualifications [III.A.1-3]
- LACCD HR Guides
- Personnel Commission – classified employees
- Personnel Commission Rule 517.A.2 [III.A.1-10] provides the explanation and criteria for hiring unclassified employees.

Faculty involvement in the selection of new faculty

Faculty are included throughout the entire hiring process from requesting the faculty positions deemed appropriate for delivering effective instruction to making recommendations for final selection of the candidate.

- Program Review process.
• The Faculty Hiring Prioritization Committee, (The Faculty Hiring Prioritization document needs to be on website)
• Search/Selection committees
• The selection committee makes recommendation to the president for the final selection

Advertisement of positions

All positions are advertised both internally and externally:
• District’s website
• PeopleSoft.
• CCC Registry.
• Personnel Commission webpage

Verification of qualifications of applicants and newly hired personnel

Candidates for all positions must submit materials, information, and references documenting the education, skills and experiences that qualify them for the position.
• The Personnel Commission (PC) reviews all classified applications, examines and interviews all potential candidates. The Personnel Commission website at http://www.laccd.edu/perscom/ [III.A.1-7]
• LACCD HR determines minimum qualifications
• The selection committee reviews all applications and selects candidates to interview based on the applicable job description.
• To determine knowledge of subject matter and assess effective teaching skills; interviews include but are not limited to oral responses to questions, a demonstration of teaching skills, responses to scenarios, and a writing sample.
• District HR reviews all final selections of applicants ensuring that they meet minimum qualifications, and verifies all other submitted information in order to certify the hire and rate-in the selectee.
• The LACCD HR office verifies the experience and skills of newly-hired personnel. Applicants must provide official transcripts from institutions accredited by US accrediting agencies or submit transcripts evaluated by organizations approved by the California Commission on Teacher Credentialing.
• Qualifications for unclassified positions are determined by the Personnel Commission approved applicants are forwarded to the college by list or by application (depending on the position) for interview and selection. Personnel Commission Rule 517.A.2 [III.A.1-10] provides the explanation and criteria for hiring unclassified employees. Unclassified service assignments meet Education Code and district requirements and timelines as specified in HR-300. [III.A.1-8]
• Verification of and with references are done for those who final selectees.
Determination of equivalency of degrees from non-U.S. institutions

The college ensures the equivalencies of degrees from non-U.S. institutions are validated.

- Non-U.S transcripts must include evaluation from an agency approved by the California Commission on Teacher Credentialing

Methods assuring qualifications for each position are closely matched to specific programmatic needs and analyzed and discussed

- Program Review
- Personnel Commission
- Selection Committees

Safeguards to assure hiring procedures are consistently applied

LASC follows all district policies regarding the hiring process to ensure the consistent application of hiring procedures.

- Compliance officers are assigned to all selection committees and interview panels
- To ensure that college policies and procedures are consistently applied, the hiring process is monitored by an Equal Employment Opportunity (EEO) Representative. The EEO Representative Training Guide: 3.024
- The college trains staff and faculty as compliance officers for the hiring process
- Ranking criteria is used to determine candidate worthiness
- Interview questions are determined by the panel and used for all candidates

DE/CE Advertising

The college advertises its distance education program.

- The college advertises through:
  - The LASC Website
  - The LASC Catalogue
  - The LASC Schedule

Determining qualifications and selection criteria for DE/CE

Qualifications have been determined and selection criteria developed for DE.

- Faculty member must demonstrate understanding of learning theory as it applies to Online students
- Faculty member must demonstrate understanding of online class pedagogy
- Faculty member must demonstrate the use of standard CMS tools to foster a “positive learning environment”
• Faculty member must demonstrate sufficient technical skills to provide the required course content using Etudes or a publisher-provided CMS.
• Faculty member must demonstrate the ability to use email.

**Involvement of personnel with experience in DE/CE when recruiting for new personnel**

**Analysis and Evaluation**

The College meets this standard. Adherence to state laws, district hiring policies, legal requirements of all collective bargaining agreements and authority/board rules help to ensure that Los Angeles Southwest College selects the best-qualified employees. The college can strengthen its DE program by

**Evidence**

III.A.1-1: Faculty Selection Tenure Track HR Guide:
III.A.1-2: Faculty Selection Tenure Track HR Guide:
III.A.1-3: LACCD Board Rule 10304
http://www.laccd.edu/Board/Documents/BoardRules/Ch.X-ArticleIII.pdf
III.A.1-4: State of California minimum qualifications

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

**Evidence of Meeting the Standard**

LASC follows the district’s hiring policies and board rules to ensure faculty members are expert in their subject areas, skilled in teaching and able to contribute to the mission of the college.

**Adequate and appropriate knowledge of subject matter**

• Basic Evaluation
• Comprehensive Evaluation
• Administrative Evaluation
• Student/Course Evaluation

**Methods for defining and evaluating effective teaching in hiring process**

• Curriculum
• SLOs
• Program Reviews
• Student Success Rates

Judging method effectiveness in hiring process for DE/CE

Identifying expertise in DE/CE

Analyses and discussions leading to determining the qualifications of faculty and staff in offering DE/CE

Methods for defining and evaluating “effective teaching” when hiring for DE/CE

Judging methods for defining and evaluating “effective teaching” when hiring for DE/CE

Analysis and Evaluation

The college needs improvement in this standard. Our ability to determine the validity of our evaluation methods, especially for DE/CE needs improvement. The college must begin to have discussion on how best to evaluate ‘effective teaching” and develop criteria for that evaluation.

Evidence

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

Evidence of Meeting the Standard

Los Angeles Southwest College strives to hire the best candidates to ensure sustenance of institutional effectiveness and academic quality.

• Use of HR guides to hire administrators and other responsible employees.
• Verification of credentials and applications through district HR, the PC, and applicant references.

Analysis and Evaluation

The College meets this standard.

Evidence

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
The college ensures that all degrees whether U.S. or non-U.S. are recognized by U.S. accrediting agencies and that equivalency has been determined.

**Evidence of Meeting the Standard**

**Verification of qualifications of applicants and newly hired personnel**

- The HR department, search committees, selection committees, and the PC ensure that applicants meet minimum qualifications.
- Interview questions assist the panels in determining the qualifications on candidates.
- Post interview and prior to selection job references are interviewed to confirm the qualifications of candidates.
- Faculty must meet the minimum qualifications for the instructional discipline or other academic field as specified by Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges.
- Degrees must be posted on the transcript. Foreign transcript must include evaluation from an agency approved by California Commission on Teacher Credentialing. [III.A.4-1]
- Board Rule 10106 – Certification of Employees

**Verification of equivalency of degrees from non-U.S. institutions**

- Foreign transcripts must include evaluation from an agency approved by California Commission on Teacher Credentialing

**Hiring processes yield highly qualified candidates**

**Analyses and discussions on DE/CE leading to determining faculty and staff qualifications in DE/CE**

**Analysis and Evaluation**

The college partially meets this Standard.

**Evidence**

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

The college evaluates all personnel at required intervals according to established guidelines and agreements to assess the effectiveness of personnel.

Processes to improve job performance

- The college follows the evaluation processes established by collective bargaining agreements.
  - Article 19 of the AFT 1521 Faculty Guild Contract
  - Article 16 of the AFT 1521-A Staff Guild Contract
  - Article 15 of the LA/OC Building and Trades Council Contract
  - Article 12 of the Local 99, SEIU Contract (maintenance workers)
  - Article 8 of the Teamsters. Local 911 Contact (academic supervisors)
  - Article 11 of the Local 721, SEIU (classified supervisors)
  - Board Rule X.1.10105.12 Performance Evaluation of Non-Bargaining Unit Academic Employees
  - Personnel Commission Rule 702 Performance Evaluation for Probationary and Permanent Classified Employees:

Connection between personnel evaluations and institutional effectiveness and improvement

Measurement of the effectiveness of personnel in performance of duties

- Evaluation forms for each unit include performance standards or other criteria by which the employee is measured.

Effectiveness of evaluation criteria in measuring personnel in performance of duties related to DE/CE

Evaluation processes identifying areas for improvement of duties related to DE/CE

Analysis and Evaluation

The personnel evaluation process satisfies the legal requirements of all collective bargaining agreements and board rules. The process allows for communicating positive feedback, recognizing accomplishments and rewarding outstanding performance as well as communicating expectations and documenting issues with performance. The evaluation process is also used to determine ways to minimize deficiencies and improve performance, help achieve college and department goals and mission, and help employees develop knowledge, skills and abilities as defined by each job description and collective bargaining agreement.
LASC is constantly seeking ways to ensure that evaluation timelines for probationary staff, tenure track faculty, adjunct faculty, and classified staff must be adhered to in order to ensure compliance with union contracts. Training for department chairs, managers, supervisors and administrators who complete evaluations could be improved. The college has implemented meetings with the department chairs to ensure that the evaluation schedules are followed in a timely and consistent manner. The college vice presidents will ensure that all employees are evaluated on schedule and according to the provisions of the appropriate collective bargaining agreement.

Evidence

III.A.5-1: Appendix C of Agreement between LACCD & LACFG (Local 1521, CFT/AFT, AFL-CIO); July 1, 2014
III.A.5-2: Planning Agenda

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

Evidence of Meeting the Standard

The faculty at Los Angeles Southwest College have defined institutional, program and course Student Learning Outcomes, developed systems to measure them, and begun to use the results to improve student outcomes.

Roles in producing student learning outcomes

- Faculty
  - SLO coordinator
  - Faculty members initiate, assess and analyze
  - Department Chairs review and assist in assessing
- Staff
  - SLO committee members
  - Initiate, assess and analyze SLOs or AUOs
- Administrators
  - Review, assess and approve SLO’s
- Students
  - SLO committee member

In depth thinking about how well students are learning in their courses and programs

- Training from Pacheco thought process and development of SLOs. Holding discussion sessions with all constituencies on campus. (FY13-14)
Measures have been created or selected to measure that learning

- Each initiator whether faculty or staff creates the assessment in accordance with the SLOs created, such as.
  - Testing
  - Surveys
  - Written assignments

Measures different for DE/CE students

Improvement through learning discussions and plans

The college participated in discussions on the process of SLOs and making plans to ensure continued improvement.

- The 2008-11LACCD/AFT bargaining agreement was changed to include participation in the SLO assessment cycle as an element of faculty evaluation. It continues to be included in the agreement through 2017.
  - SLO meetings and trainings

Teaching methodologies changes to improve learning

Changes in course content or sequencing resulting from analyses of course mastery in both DE/CE and face-to-face instructional formats

- Inclusion of SLOs in course syllabi

Methods developed to evaluate effectiveness in producing student learning outcomes

- Faculty evaluation process (1521 AFT, Appendix C)
  1. Meaningful results yielded

Use of analysis of assessment results to improve student learning outcomes

SLO assessment results are routinely analyzed to determine if changes are needed to assist in the success of the students.

- SLO process

Analysis and Evaluation

The college meets the standard and has taken actions to improve in this area. The college, can however, make the following improvements in the area of discussions across the campus.

Evidence

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

**Evidence of Meeting the Standard**

The college in conjunction with district and state requirements makes sure that there are sufficient numbers of faculty to guarantee fulfillment of the mission and provide services and programs.

**Means of determining appropriate staffing levels for each program and service**

The college has a means of determining appropriate staffing levels for faculty, but no formal process for determining staffing levels for classified employees. However, departments do make the determination using the following:

- Replacement hires – determined by unit supervisor/manager and supervising VP, approved by president
- Inability to properly manage workloads
- Need to address program or service area that does not have staffing
- The SPC and Budget Committees collaborate to prioritize human resource allocation requests
- Faculty Hiring Prioritization Committee
- Faculty Obligation Number
- 75/25 Rule

**Means of determining appropriate staffing levels for each program and service in DE/CE**

Decisions on the organization of administrative and support staffing for DE/CE

**Evaluation of the effectiveness of the number and organization of the institution's personnel work support programs and services**

The college measures the effectiveness of its personnel in providing support programs and services

- Student Surveys
- Customer Service Surveys of faculty, staff and students

**Analysis and Evaluation**

The Strategic Planning Handbook calls for a Human Resources Committee (Article XI.b.vi), responsible for developing and maintaining the Human Resources Plan. The Human Resources Committee will be convened and develop written internal procedures and timelines for linking and sharing information with the Faculty Hiring Committee and other planning groups within the planning process. The college must formulate a formal plan that addresses the long-term needs for staffing classified and administrative positions, and considering program and service goal and objectives.
LASC currently meets the LACCD’s distribution of FON of 75 full-time faculty. Despite efforts to streamline the college for maximum effectiveness, there does not appear to be adequate classified personnel to meet student needs in some service areas, particularly during peak periods during the semester. The primary reason for this has been the failure to replace vacant classified positions due to budget constraints.

**Evidence**

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

The college has employment policies and practices that afford part time and adjunct faculty opportunities for evaluation, professional development, and participation in all activities of the college.

**Evidence of Meeting the Standard**

**Policies and practices**

The college follows the policies and practices established for inclusion of adjuncts and part time instructors

- AFT 1521 Contract
- Board Rules
- Academic Senate
- Committees
- ASO
- Ancillary Assignments

**Analysis and Evaluation**

**Evidence**

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

The college struggles to maintain qualified staffing to provide effective educational, technological, physical, and administrative operations.

**Evidence of Meeting the Standard**

**Determining the appropriate number and qualifications of support personnel**

- Program reviews
● The Budget Committee is supposed to determine priority allocation for funding current and future positions.
● Instructional Department Plans (IDP)
● Analysis of staffing by the Administrative Analyst

**Analysis and Evaluation**

Even though the college struggles to maintain qualified staffing the college is does ensure those hired are able to aid in providing effective operations. The college has had very limited fiscal resources requiring collaboration and support of the entire institution for effective resource utilization, which in turn requires strong and effective leadership. The college was able to meet its goal to increase its base allocation in FY 14-15. This increase in allocation should allow staffing resources to be reallocated and to align with leadership and administrative change initiatives. The college is working to review the changing higher education work climate and taking action to ensure existing staff skill levels are continually updated to address the ongoing responsibility to provide programs and support for student access and success.

The college has taken action to address the issues in this area. Improvement is noted by the following:

- Increased staffing for student services offices.
- Hiring of financial analyst
- Hiring of an accountant
- Hiring of a web designer
- Hiring of an event coordinator
- Hiring of additional staffing in fiscal services
- Reassigning the Administrative Analyst to provide assessment and analysis of the staffing needs in the college

**Evidence**

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

Although the college has had difficulty maintaining a sufficient number of qualified administrators, it seeks to continually address the issues of preparation, expertise and effective leadership.

**Evidence of Meeting the Standard**

**Determining the appropriate number, qualifications, and organization of administrators**

LASC continuously monitors and maintains the appropriate number of administrators for the organization who have the requisite qualifications.
Los Angeles Southwest College (LASC)’s need for administrative positions is reviewed in the context of the institutional need. The college has had difficulty finding qualified candidates to fill its current vacancies. In the last fiscal year the VP of Student Services position has not been filled and required an additional search. LASC has experienced frequent turnover in key administrative leadership positions since the 2012 Self-Evaluation Report [III.A.10-2: LASC Self-Study Report 2012 Screen shot of Administrators in Position]. The college acknowledges that programmatic areas have been impacted due to the lack of qualified candidates. The college’s ability to recruit and retain administrative talent has been limited by budgetary constraints and the time to hire. However, with the college’s success in increasing its base allocation it now has the potential to adjust its administrative staffing and hire, if, it can find qualified candidates. Several key administrative positions filled within the last two years and since the last self-study include: the college president, 3 academic deans, and the dean of institutional effectiveness.

Los Angeles Southwest College currently funds 14 administrative academic and classified positions for providing leadership to guide and support accomplishment of the college’s mission and goals.

The current administrative leadership organization plan is outlined in detailed in the current on the Strategic Planning Committee Webpage [III.3A.10-4 LASC Participatory Decision-Making and Integrated Planning Handbook].

Evidence

III.A.10-1: LASC Integrated Planning Process
III.A.10-3: Screenshot of Administration Webpage

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

LACCD policies and procedures, administrative regulations, collective bargaining agreements, and the Merit Rules of the Personnel Commission are in place to ensure fairness in personnel practices and procedures including hiring, retention, transfer, and promotion.

Evidence of Meeting the Standard
Processes used to develop and publicize

Rules and regulations determined by our governing bodies are used to create policy and procedure for the campus
- Email
- Flyers/Handouts
- District Webpage
  - Office of Diversity
  - Personnel Commission
  - Board Rules
  - HR guides
  - Union contracts
- Education Code
- LACCD Labor Relations
- Campus webpage

Consistency and equitability of policies resulting in fair treatment of personnel

- Emails are sent to all employees
- Bargaining unit contracts
- Office of Diversity
- Sexual Harassment training for all managers and supervisors
- Shared Governance
- Professional Development

Analysis and Evaluation

The College meets this Standard. LACCD policies and procedures remain in place to guide the college and ensure fairness in personnel practices and procedures including hiring, retention, transfer, evaluation and promotion. Collective bargaining agreements provide the guidance and rules for the work arrangements between staff, faculty and administration. They also provide a documented pathway for personnel to bring grievances, if they believe any policies have not been properly adhered to and or administered. The grievance process, through a series of reviews and rulings, ensures that human resource policies and procedures are equitably and consistently administered. The District Compliance Office addresses questions about Human Resources policies and practices and handles all complaints of discrimination or harassment for any LASC employee. New contracts ratified for periods beyond June 30, 2014 are posted on the district website. Any member of the LASC college community, who believes, perceives or has actually experienced conduct that may constitute Prohibited Discrimination or Harassment, has the right to seek the help of the DCO. In fact, every employee has the obligation to report such conduct to the DCO.

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

Los Angeles Southwest College adheres to the provisions of the Equal Employment Opportunity Act, and takes added steps to support its diverse personnel.

**Evidence of Meeting the Standard**

*Effectiveness of the policies and practices in promoting diversity and equity that result in fair treatment*

The college climate does not discourage or discriminate against members of any cultural, ethnic or religious group.

**Determining types of support needed by personnel**

- Office of Diversity
- Employee Assistance Program (EAP)
- Managers and Supervisors through EAP
- Professional Development

**Effective programs and services to support personnel**

- Human Resources Webpage
- EAP Monthly Newsletter
- Latino Employee Association
- Black Faculty and Staff Association
- Bargaining units
- Hispanic Heritage Month
- Black History Month
- International Dance and Culture Day.
- Study abroad programs

**Regular evaluation of practices and services**

*Utilization, tracking and analyzing employment equity*

*Ensuring personnel and students are treated fairly*
All personnel and students are treated fairly.

- Collective bargaining agreements
- Board rules
- Policies
- Emails
- EAP Newsletters
- LACCD Help Desk
- LASC webpage
- College Catalogue

**Analysis and Evaluation**

The College meets this standard. LASC is proud of the ethnic, cultural, and religious diversity of its staff. The effectiveness of the college’s policies and practices in promoting diversity issues and the understanding of equality can be measured in its increased enrollments of constituent groups and in the participation of more constituent group members in the discussion and awareness of diversity issues. The college staff mirrors the diverse mix of its students and data is collected accordingly by the Office of Institutional A

**Evidence**

III.A.12-1 LASC email dated
III.A.12-2: LACCD EAP email
III.A.12-3 Screenshot of Human Resources Web Page
III.A.12-4 Screenshot of LASC Web Page and College Catalogue
III.A.12-5: Dr. John W. Rice Diversity and Equity Award email March 19, 2014
III.A.12-6: College Event Calendar
III.A.12-7 LACCD webpage screenshot

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

LASC complies with all Board Rules, PC rules and State of California

**Evidence of Meeting the Standard**

**Fostering ethical behavior**

**Written code of professional ethics**

- Ethical standards
- LASC Academic Senate Code of Ethics [III.A.13-3: Faculty written code of ethics]
- District wide trainings [III.A.13-7 List of Offered Trainings].

**Analysis and Evaluation**

The College meets this standard. The Los Angeles Community College District Board of Trustees has adopted a code of ethics contained in the Board Rules that pertain to all employees of the district. All employees are required to adhere to the ethical standards. LASC Academic Senate has adopted a written code of ethics for faculty. The LASC Strategic Plan 2014-2020, lists the institutions core values as Accountability and Equity, Collegiality, Excellence and Innovation, Student Learning and Success, and Civic Engagement. District wide trainings inclusive of employee ethical responsibility in dealing with human resources, legal, financial, procurement and accreditation matters.

**Evidence**

- III.A.13-1: Board Rule 1204.13 Screenshot
- III.A.13-2: Board Rule 1204.14 Screenshot
- III.A.13-3: Faculty written code of ethics screenshot
- III.A.13-6: List of Offered Trainings

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

LASC through its Professional Development Committee plan and provide trainings and workshops for faculty and staff using survey data to assist in determining college needs.

**Evidence of Meeting the Standard**

**Professional development programs**

- Tuition Reimbursement
- Flex activities
- EAP
- Office of Diversity
- Project Match
Identification of professional development needs

- Surveys
- Strategic Plan objectives
- Professional Development Committee
- SLO Committee
- Program Review
- Distance Education
- Academic Senate
- Department meetings

Processes to ensure PD opportunities meet needs

- Post workshop surveys/evaluations
- Informal conversations

Impact of professional development activities on the improvement of teaching and learning and the evaluation of it

Analysis and Evaluation

The College meets this standard. Los Angeles Southwest College (LASC) conducts periodic staff satisfaction surveys to assess needs, which result in initiatives, including staff development activities. The Professional Development Committee, with support from the office of academic affairs, organizes a calendar of workshops and orientations to specifically address issues in the satisfaction survey results and strategic plan. Each year, LASC develops a Professional Development Plan informed by the College’s Strategic Plan, program review and results of staff satisfaction surveys. The Professional Development Committee, comprised of representatives from all constituency groups, provides direction for developmental activities. This committee works with the Academic Senate and other campus committees such as Technology and the Student Learning Outcomes (SLO) to organize training opportunities on topics such as the use of e-instruction in classrooms, and to develop program reviews and SLO assessments. LACCD uses college input to provide a range of workshops and programs to facilitate staff development and workplace competency, health, and personal growth for classified staff, faculty and administrators. Each year the district provides a health insurance fair to inform employees on their health benefit plans. Insurance carriers, approved by the district, provide information. Food and entertainment are provided to bring campus personnel together and share information about healthy food options and health screenings. The bargaining units provide members with opportunities to learn their contracts and their jobs. Fall and spring flex days provide activities for staff development. In fall semester all full-time faculty are required to participate in the Flex Day activities. Adjunct faculty and classified staff are encouraged to participate in Flex day activities. Suggestions for Flex Day workshop topics and Flex presentations are solicited from all members of the campus community. Full-day orientations for new adjunct faculty are
provided. Counselors attend a full-day planning retreat each semester and are encouraged to attend UC and CSU conferences.

The Professional Development Committee, along with other planning committees, regularly evaluates campus input in order to plan staff development activities. Surveys are administered after workshops to assess how well they met the needs of participants. Other data sources include feedback forms and informal discussions. The committee uses the results of these evaluations to plan program improvements. The college provides funding for Professional development activities from its general fund.

The college is seeking to provide more opportunities for the campus to review data related to effective teaching and from campus-wide student success discussion sessions involving both faculty and students.

**Evidence**

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

LASC ensures that all personnel records are kept secure and confidential and employees have access to their records.

**Evidence of Meeting the Standard**

**Provisions for secure and confidential personnel records**

LASC provides security and confidentiality for personnel records in accordance with the provision set forth by the Board of Trustees, collective bargaining agreements and LACCD HR guides.

- Bargaining unit agreements
- HR Guides 101 and 102
- Board Rules

**Employee access to records**

LASC provides employees access to personnel records.

- District HR
- Campus personnel office

**Analysis and Evaluation**

The college meets this Standard. Los Angeles Southwest College follows the provisions of bargaining unit agreements and LACCD HR Guides 101 and 102 regarding security, confidentiality and access to personnel records. Collective bargaining agreements provide
employees, upon request, the right at any reasonable time, to inspect his/her official personnel file held in the LACCD HR Division, or the campus personnel office. Copies of evaluations and other personnel documents maintained by the college are kept under lock and key. Employees may request of the president or his/her designee the right to access those copies and files in their entirety at any time.

Evidence
III.B. Physical Resources

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

LASC maintains a healthful campus working and learning environment that is safe, secure and provides access.

Evidence of Meeting the Standard

Access to facilities

The college provides access to all of its facilities.

- California Building Codes
- Department of State Architects (DAS)
- Access Compliance - Community Colleges
- General California Building Code Enforcement, Public Community Colleges - See Education Code, Section 81130-81149.

Control over off-site facilities

Currently the college does not have any off-site facilities.

Research and analysis process to determine equipment and facility needs for DE/CE

Mechanisms for evaluating the effectiveness of equipment and facilities meeting the needs of DE/CE

Analysis and Evaluation

The college meets the standard. Los Angeles Southwest College has a strong commitment to providing safe and secure facilities and equipment for all staff, students, and community members who visit the college. All buildings have been designed, constructed and modernized in strict compliances to adhere to current California Building Codes, with stricter structural and fire, life and safety regulations and reviewed as “Field Act Compliant”. All construction/modernization projects are under the jurisdiction of the Department of State Architects. DSA reviews and approves all construction and modernization projects and has the responsibility for enforcement in two separate areas Access Compliance and General California Building Code Enforcement, Public Community Colleges- See Education Code, Section 81130-81149.

As a matter of policy, safety issues concerning the health and welfare of the entire college community and facilities is the highest priority of LASC. Safety criteria begins with local,
state, and federal regulations and requirements, such as Injury Illness Prevention Plan, the Hazardous materials Business Plan, Confine Space Plan, Heat Prevention Plan Hazardous Material Control Plan, Sewer Management Plan, Storm Water Management Plan and the College’s Emergency Response Plan. Internal processes include insurance, property inspections, an emergency alert system and shared governance committee proceedings. Each of these committees set criteria to ensure safety concerns are addressed from different segments of the college facilities.

Processes for evaluating the safety of the college facilities are numerous. Some required by statute, involve routine regulatory annual visits resulting in recommendations for improvements (compliances) by agencies such as; California Safety and Health Act, Cal OHSA; Regional Water Control Board; South Coast Air Quality Management District; Los Angeles County Fire Department Annual fire Alarm Testing, fire extinguishers for all facilities are evaluated annually to ensure functionality. Facilities staff and contractors conduct regular inspections of fire, life and safety equipment and major mechanical systems. All fire extinguishers and fire water hoses are recharged and serviced by an outside contractor. Fire extinguishers are tagged and checked on a monthly basis by maintenance personnel.

Los Angeles Southwest College (LACCD) and the state of California mandate safe handling and disposal of hazardous materials through the Hazardous Material Control Plan. This plan includes all labs generating hazardous waste, annual fume hood certification, propane storage and areas for gas and diesel pumping. The plan specifies processes and timelines for training employees, handling and storing wastes, record keeping, and emergency response.

Additionally LASC is one of nine community colleges under the Los Angeles Community College District; and as such the District has a Business Services Division and employs an Environmental and Occupational Health & Safety Specialist that gives the college’s access and guidance to hazardous material resources. The District is also committed to promptly addressing any concerns raised by students, staff or faculty. A visual inspection and action will be initiated by Plant Facilities and formal inspection will be conducted by the District’s Business Service Division, providing an Inspection Report Summary and Recommendations. The recommendations are entered into the maintenance work order system and corrected by the facilities department and/or others. (CMMS- Computer maintenance & management System).

- LASC Emergency Responses Plan dated 2012
- Accident Prevention Plan
- Work place Violence Prevention Control Plan
- Emergency Action & Fire Prevention plan
- Emergency Operation Plan
- Floor Warden manual
- First Aid Program (Student Health Center located on Campus)
- Hazardous Material Control Plan
- Injury & Illness Prevention Program
- Environment Health & Safety Program
• Employer Communication & information
• Continuing Training Program
• Blood Brogue Pathogens Expose Program
• Hazard Communication Plan
• Ergonomics Exposure Control Plan
• Chemical Hygiene Plan
• Respiratory Protection 7 Industrial Hygiene Plan
• Control of Select Carcinogens & Hazardous Substances
• Hearing Conservation program (Annual Health screening for Maintenances worker)
• Heat illness Prevention Plan

LASC is located in a gated area with three main points of entry. The overall campus safety and security is the responsibility of the Los Angeles County Sheriff’s Department. A LA County Sheriff’s Sub-station is located on campus which is staffed and patrolled 24/7 by vehicle and on foot. Security Officers provide services such as escorting students who have safety concerns of problem in addition to opening and securing facilities. The campus wide camera system and campus wide fire alarm system is monitored at the sheriff’s substation. In addition the fire alarm monitoring system is monitored 24/7 off site through a third party, private company for redundancies in case of loss of outside communication.

The college has purchased and implemented an emergency response alert system that allows the college to quickly communicate with staff, students and the community by text, voice, email and social network. In event of a natural disaster or emergency the system will alert with up-to-date information and instructions from the campus.

The current Tamis Maintenances work-order system is being replaced with a new CMMS-Computer Maintenances & Management System that will allow the college to track all new/modernized facilities and existing facilities to develop a preventive and predictive maintenances schedule to ensure a100% life cycle. This system is accessible through the college web-site and provides an excellent vehicle for students, staff and faculty to take an active role in maintaining the safety of the campus. This process allows maintenances staff on campus to address these work orders on a priority bases. For emergencies the Plant Facilities Maintenances & Operation department can be access by phone during regular operating and messages can be left on Plant Facilities recorder after hours, where it will be address immediately the following working day.

Bi-weekly Supervisors meeting along with monthly facilities maintenances & operations staff meeting are conducted to disseminate information, ensure procedures are followed, safety training, requirements and procedures are being practice and maintained...

The District utilizes several data reports to determine both the sufficiency and efficiency of classrooms, lecture, and lab classrooms and other facilities. The 2014 Space Inventory updates have been completed in FUSION and officially submitted to the State Chancellor’s Office on October 17, 2014. Fusion is data base that tracks the condition assessments and develops cost modeling for maintenances projects, enabling colleges to plan budgets.

Through the Intuitional Effectiveness, Research & Planning review process, each program and department conducts a self-study that includes an assessment of facility, equipment and
manpower needs for that department. This process generates recommendations for facilities and equipment improvements and development to meet future needs. The latest Administrative Services survey conducted March 2015 provides current information to be used for program planning and improvement. In addition, all incidences reports taken by the Sheriff’s substation, non-functioning equipment and/or complaints by faculty, staff and students, reports from Work Environment Committee and renewal processes of annual permitted pieces of equipment are maintained and used as a priority tool to assure the safety and sufficiency of equipment on campus.

The LASC Five Year Construction Plan is updated annually. We are currently re-prioritizing our current Project Priority List due to limited budget remaining in our Measure J, Bond Construction Program bond funding.

Schedule Maintenance & Special Repairs 5-Year Plan is submitted annually, and helps the college ensure that it monitors and maintains the College’s physical resources. This report helps determine what item and/or projects will cost and when it should be replaced and/or repaired. Guided by the Facilities Master Plan and the Five Year Scheduled Maintenances report, the college addresses the campus-wide schedule maintenance needs.

The college received onetime grant in 2014-15 to help address some of the accumulated needs in Physical Plant and instructional Support. This one time grant along with Prop 39 was used to upgrade the Heating and Cooling mechanical system and Energy Management System in the Tech ED building. The instructional portion of the grant is determined by Academic Affairs. The Internet, campus wide access point Interactive multimedia World Wide Web. Printed materials

The college curriculum committee and the Distance Education Department assist the information Technology (I) Department and the Plant Facilities Department by recommending improvements infrastructure and needed equipment for better delivery of the distant education.

Evidence

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

Evidence of Meeting the Standard

Los Angeles Southwest College is one of nine colleges under the Los Angeles Community College District. The president of the college is responsible for the overall direction of the college. The vice-president of Administrative Services is responsible for overseeing day to day operations of the college physical resources. The college uses the system of shared governances in the decision-making process that includes faculty, staff, administration and students. This includes the Program Planning process, the Facilities Master Plan, Educational Master Plan, the Strategic Plan and the Technology Master Plan to ensure that
all programs and services address facility and equipment needs for their program, and resources are appropriately allotted. These processes and reports ensure that program and service needs determine equipment needs, replacement of equipment, facilities, and maintenances needs to reflect total cost of ownership.

To achieve the stated academic and development goals found in the college’ master plan, a review of the current space inventory, the Five-Year construction Plan, the capacity load ratios, and existing project proposals became necessary to make informed capital outlay decisions. State funding for community college facilities is subject to application process that is part of the statewide annual Capital Outlay Plan. LASC, as part of the LACCD has participated in and benefited from this process.

The Five-Year Construction Plan compares the capacity of facilities, including those of LASC, to the demands created by the actual projected enrollment of a college to derive the capacity load. The capacity loads by helps the Chancellor’s office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor’s Office each year and includes the following five components:

- Educational plan statement
- Inventory of existing space
- Enrollments
- FTE instructional staff
- Propose facility project

Additional local funding made available through the passage of ballot Measure J in 2008, allowed for the long-term capitalization of construction and renovation of campus facilities. With the approval of voters, school districts, including community college district, can issue general obligation bonds that are paid for out of property taxes. Over the past several years, LACCD, including the LASC campus has been funded in this manner through Propositions A and AA and Measure J. With the passage of Measure J, LASC is able to continue its renovations with new construction projects with expectation of “building out the campus.” As required by the LACCD Board of Trustees for projects funded under Measure J and Propositions A and AA, each new building constructed is expected to meet Leadership in Energy and Environmental Design (LEED) standards for green building and sustainability. Two of the new buildings to be constructed under Measure J bonds will be platinum LEED.

The 2008 Los Angeles Southwest College Facilities Master Plan identifies the following goals for the facilities on campus:

- Provide leadership in educational programs to support student needs
- Establish a welcoming image for LASC
- Provide a collegial campus environment
- Cultivate the college’s relationship with the community

Los Angeles South West College continues to support these goals as it implements the Faculties Master Plan. The manifestation of these goals is evident in the many new building and landscape projects under construction on campus. For example, the goal to establish a
welcoming image for the college has been achieved by the addition of a new arrival plazas and courtyards that are becoming gathering spaces to foster communication: and the goals of cultivating the college’s relationship with the community and providing leadership in educational programs are being achieved by the construction of Middle College High School and Pool, an LAUSD/LASC joint use facility. Overall visibility and recognition of the campus within the community has been enhanced by removing the gas station at the corner of western Avenue and Imperial Highway and replacing it with landscape and signage identifying the college.

To Date, the college has completed five new LEED buildings: a Child Development Center, a new Maintenance and Operations Building, the Field House, the Student Services building and the School of Career Technical Education Building. The creation of public gathering areas with attractive and functional furniture surrounded by open green space has maximized the usage of outdoor spaces. Example Palm Courtyard

Los Angeles Southwest College uses its physical resources effectively. The space inventory report helps the College determine how efficiently it utilizing current facilities in relation to academic programs. (Space Inventory Reports). Space utilization is reviewed and discussed with stakeholders in the Shared governance process. Participatory governance committees, such as the College Council, also participate in evaluating the institution’s facility needs.

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

Los Angeles Southwest College uses multiple factors for planning and evaluating facilities equipment. These include capacity-to-load ratios, and a review of the Facilities Master Plan through an annual update of the Five Year Construction Plan. Facility planning and assessment are ongoing processes. The Capital Construction Plan supports the Educational Master Plan generally, and the Facilities Master Plan specifically, to address the physical practical needs of the college. The five –year Schedule Maintenances Special Repair Plan is updated annually, as is the Space Inventory report. Space utilization is reviewed in conjunction with course scheduling throughout each academic year consisting of a Spring & Fall semester with a winter and summer session.

Equipment is maintenances and evaluated on regular basics as per manufacture operating & maintenances manuals and warranty specifications. LASC reallocates resources as necessary to meet charging instructional and operating needs as evidenced in the Institutional Effectiveness Committee Program Review processes. This review process allows each department to develop program plans to correct deficiencies and recommends improvements.
to the program supporting SLO’s. Surveys are used to make assessments and the results become a baseline for improvement. For example, the survey conducted in spring of 2015 by Institutional effectiveness department asked the satisfactory level for “Building Cleanness, classrooms, restrooms, offices”. Comments reflected dissatisfaction with cleanliness of classroom & restrooms. The results of this survey along with comments from WEC, faculty and students resulted in implementation of retraining and identify the need for hiring additional staff. We are currently in the process of hiring 5 new custodian positions. LASC is currently in a transition phase of work order system. The current Tamis Work Order System is being replaced with a Computer Maintenances & Management System that will have access to data regarding facilities and equipment loaded in the FUSION database. This CMMS program will allow college to develop a preventive and predictive maintenances schedule, maintain warranty data, cost of repair data, tread maintenances and repair cost, recurring repairs to better track life cycle and preparation tool for projected cost of repair of facilities and equipment.

Analysis and Evaluation

Evidence

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

Evidence of Meeting the Standard

Since the inception of the building program, the assumption based on the economic growth of the area, was that the District (LACCD) would need to add more square to serve more students. In 2011 the district decided to pause the starting of the new construction projects pending a review of the funding available for the cost of owning and operation to support the propose additional square footage. This would lead to the development of the District’s “Total Cost of Ownership Plan.”

The total cost of ownership is addressed by thoroughly reviewing the status of existing and proposed facilities, benching marking of existing facilities operations, and developing processes to measure, monitor and control both facilities costs and utilization.

1. Review of the current building plans and existing square footage (Appendix A).
   Three major areas of concern were identifying by the initial analysis. They are building program (capital) budget, space utilization requirements, and the maintenance and operations (operational) budget.
   a) Building program budget – Review of the current forecast for the Measure J bond program, focusing on potential shortfalls in the capital project budgets.
   b) Space Utilization requirements – review of the size, quantity and type of remaining facilities that should be constructed. Examine the current Capacity-to-Load Ratios.
   c) Maintenances and Operation budget – develop staffing levels for both custodial and maintenances operations based on APPA (association of Physical Plant
Administration) standards. Review the maintenances and operations budgets to insure there is adequate funding to support the additional square footage.

2. Review and benchmark maintenance and operation expenditures (Appendix B)
   a) Review of salaries, benefits, utilities, equipment and supplies, vehicles and other expenditures for maintenance and operations.
   b) Cost Study comparison between colleges.

3. Review APPA standards and quality expectations and compare with the custodial and maintenance staffing levels for each college (Appendix C).

4. Review the change in square footage per college per project for the next three years. Transform this information into projected maintenance and operating cost. (Appendix D)

5. Review utility expenditures per Square foot per College (Appendix E).

6. Develop Deferred Maintenance/Schedule Maintenances Fund to replace the now defunded State Schedule Maintenance Program. In 2013 the Board of trustees authorized a Deferred Maintenance Reserve fund of up to 2% of the Unrestricted General fund (Appendix F)
   a) Develop criteria for newly developed deferred maintenances reserve.
   b) Prioritize college projects for the use of the deferred maintenance reserve.

7. Implement a new Computerized Maintenances management System (CMMS). This system will allow improved tracking of facilities expenses (Appendix G)
   a) Establish project goals and objectives for the CMMS.
   b) Review benefits of improved facilities tracking processes.

The combination of all these elements will provide a comprehensive look at what it will cost LASC (The District) to both own and operate facilities and equipment.

The approximate 72 acre campus is located in Unincorporated Los Angeles County. The College serves a diverse community made up of mainly Hispanics/Latinos (68.54 percent). Blacks/African Americans make up 24.44 percent of the population, and Asians and Whites represent a smaller portion of the overall population.

The campus is bounded by Imperial Highway to the north, Western Avenue to the west, the Glen Anderson Freeway (I-105) to the south, and Normandie Avenue to the east. Regional access to the campus is provided by the nearby Glen Anderson Freeway (I-105), the San Diego Freeway (I-405) to the west and the Harbor Freeway (I-110) to the east. The campus is located within relatively close proximity to the Los Angeles International Airport (LAX). Adjacent land uses are primarily residential with some retail and commercial properties located directly west of the campus along Western Avenue. Much of the local community is made up of residential properties such as small scale bungalows and low density apartments.

Today, the physical college campus remains internally focused with the most of the buildings located around a central core; however, campus identification and access have been greatly improved.

Los Angeles Southwest College’s Physical Resources are an institutional responsibility, implementation and management of these resources fall under the Administrative Services division under the direction of vice president of administrative services.

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The mission statement for the Plant Facilities Department is “to provide a clean, safe, and healthy learning and working environment for students, staff, and faculty and community members.

**Analysis and Evaluation**

**Evidence**
III.C. Technology Resources

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

Evidence of Meeting the Standard

Technology is integral to institution’s management and operational functions, academic programs, and teaching and learning; and support services. Students use technology to access information, register for classes, communicate with their instructors, complete their course work in person or online, check their grades and participate in elections and surveys. Faculty use technology to engage students in their instruction, develop curriculum, assess SLOs, manage class rosters and grades. College employees use technology to communicate within and outside of campus, manage students and employees records, conduct research and provide support services.

LASC constituencies – administrators, faculty, classified staff and students have consistently provided input to identify technology needs through various avenues listed below. Multiple strategic oversight groups, planning processes, and informal mechanisms foster ongoing dialogue to assure that new technology implanted on campus meets college needs:

LASC Technology Planning Committee

The Technology Planning Committee at the campus meets on Monthly basis. Its membership includes students, faculty, staff, and administrators. The members provide input on behalf of their constituents. A comprehensive Strategic Technology Plan is being developed by the Technology Committee and is awaiting the finalization of the Educational Master Plan (EMP) for any further modifications. In its draft form, it includes the current inventory of equipment campus-wide as well as Technology survey taken by campus faculty and staff.

District-Wide Technology Council

District-wide technology council makes recommendation about technology standards and deployments based on latest industry trends and upcoming changes in institutional implementations.

TPPC

Technology Policy and Planning council meets every month. The membership includes faculty representation from each campus, CIO, Executive vice chancellor and chairperson of DTC. This group reviews the recommendation made by the DTC and also shares their upcoming technology needs with DTC. The faculty representative also reports back to the campus Academic Senate.
**LASC Professional Growth Committee**

Survey from this group also provides input for technology needs for the campus.

**Program Reviews**

Technology needs from each department is discussed within their own group and then specified in their program review. Each program review is then validated by the area’s vice president and forwarded to the President. Subsequently, the needs are assessed by the campus Budget committee. A better communication needs to be developed to apprise the Technology committee and IT department of the upcoming changes. Additionally, IT Manager’s signature should be required for all technology purchases, a practice already in place at many of campuses in LACCD.

**Information Technology department Survey**

A comprehensive survey done in of technology assessment provided useful insight for immediate and future needs of users.

**Program Review**

The technology needs listed in program reviews are evaluated each year. The unmet needs are re-assessed and specified again to be reviewed by the administrators for feasibility.

**IT Survey**

IT survey reflected that Technology needs are met partially due to funding constraints impacting quality and quantity of systems and services. Using bond funds available for new building and the categorical funds from the SFP projects, lot of these issues have been resolved. Users have been equipped with latest hardware and software. Datacenter equipment has been refreshed. Progress is underway to cascade the useable computers from these users to move to areas where totally inadequate equipment was being used. Next survey should reflect the changes.

LASC Educational Master plan

LASC Strategic Master plan

LASC Technology Plan – being updated for 2015-2020 period

It is recommended that IT remains involved in planning infrastructure during the inception of the projects planning phases

The college provides a strong commitment to the distance learning programs and courses by providing ON CAMPUS technical support with (1) help desk support for faculty and students with online and web-enhanced courses, (2) fulfilling shell requests for the Learning Management System, and, (3) email malfunction repairs and recoveries.
Technology is provided directly by the institution and through contractual arrangements with Etudes, the learning management system, to ensure LASC's online program provides the following: reliability, recoveries and repairs, privacy and security. See the examples in the following information for each area.

Reliability

(1) LASC’s online students and faculty are provided with 24 hour personal support from LMS’s staff and peer communities.
(2) Student and faculty technical resolutions available 24/7 hours a day, i.e. login, rosters, user issues, etc.
(3) FAQ's for students and faculty.
(4) Video and instruction assistance for students and faculty.

Disaster Recovery

(1) Students have 24/7 access to LMS/Etudes technical support to receive assistance, particularly regarding access to the course.
(2) LASC’s online students are provided with 24/7 response time or less for LMS recovery of the system
(3) Instructors can notify all students at once via email for system issues.
(4) LMS provides free mobile apps for both iPhone and Android devices for students to have immediate access in times of disaster recovery.
(5) Available tools in the mobile app have the same functionality as the web version.

Privacy

(1) Ability to support secure authentication.
(2) Instructors can send and receive private messages from students.
(3) Identification, emails and login information is only accessible to the instructor teaching the online course.
(4) Submission of assignments by students can only be seen by the instructor teaching the course.
(5) Grades can only be viewed by the instructor teaching the course.
(6) Instructors can delete inappropriate messages to protect students, i.e. in the discussions, chat room, etc.

Security:

(1) Ability to support secure authentication.
(2) All students must use their college identification number for security verification to login to the LMS.
(2) All students must use their college email address for security verification to participate in an online course.
(3) Instructor controls when a site is published and concluded.
(4) LMS system has the ability to restrict access to an assessment based on a required
password.
(5) LMS system has the ability to restrict access to an assessment based on IP addresses.

Analysis and Evaluation

Evidence

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

Evidence of Meeting the Standard

Technological Infrastructure and Equipment

Using Bond J funds, latest equipment is provided for all of the users occupying each of the new and re-modernized buildings as part of FFE (fixed fixtures and equipment). IT department provides the specification for the equipment which aligns with Districtwide minimum standards of technology. The standards specifying maximum duration of warranty and support for hardware and software ensures proper management and maintenance of the systems.

In addition, the entire backend of technology has been refreshed in LASC Data Center using the Prop J bond funds. It includes replacing the old phone PBX with SV8500, new Voicemail system (UA --), Dual Core switches (Cisco 6807) with redundant connectivity to all the new buildings and as many old buildings as possible buildings; New servers (HP 7000) and storage (3Par) with much better Disaster Recovery and BackUp capabilities than the previous systems in place.

Some special funded programs were able to refresh their equipment using block grants and categorical funds available to them.

Housing the new data center with new equipment while keeping the legacy systems running and supporting the campus is a complex task. A lot of planning and teamwork went in the implementing this project.

Reliability and Emergency Backup

Campus acquired new systems including virtual servers and storage the Prop A and AA funds about seven years ago. Those systems served the campus needs as many new buildings came up. New systems, such as multiple building management systems (HVAC, Irrigation, Electrical metering, and Security), instructional systems (SARS, Viatron scanning system, TutorTrack, CI Track, Audio Video equipment in smart classrooms, additional end users equipment, and academic programs were deployed using those systems. These 7 years old servers have outlasted their lives. Additionally, they have taken all the abuse of being in major construction environment including extreme temperature, dust and debris.
With Bond J funds, (?)$ were allocated towards upgrading the Datacenter. Using these funds, new systems for data center are being deployed. This includes integration of hardware, software, and infrastructure refresh. New equipment for virtual servers and storage has been acquired and is being implemented. This will provide more robust, scalable, reliable systems for campus academic programs and support the administrative functions more efficiently.

As part of the bond construction, the data center has a new UPS, that is connected to the backup power generator. It would switch over to generator power immediately in case of electrical power failure; thus protecting campus data and information.

**Facilities Developed out of Program Review and Institutional Needs**

For technology - A better plan needs to be implemented on how decisions are made

Building Users Group – made recommendations needed for improvements in their respective areas. After their respective administrators reviewed and approved, the facilities are developed by the architectures and contractors. IT provided their input for the technical specifications where needed. This collaborative effort would result in a facility that would be .... Reviews are made during the process to see if further modifications are neccessary.

Significant opportunity to make further improvements

**Technology Needs Met**

Following venues provide opportunities for various constituents to assess the technology needs and deployment in their respective areas and provide feedback about any gaps and future requirements:
- Program review
- Survey
- Meetings minutes

**Prioritizing Technology Purchases**

For most part, campus has centralized technology standards to provide economy of scale, better value for the buck. It also enables the LASC Information Technology support services to provide more efficient support. Examples are standards for hardware (desktops, laptops, printers – standalone, small size network printers and MFIDs) etc; software – Microsoft site license, Adobe site licence.

LASC also joins rest of the LACCD campuses on many purchases to get institutional deployments, such as PaloAlto firewall, AV solutions etc. Doing so not only provides better pricing module in line with the TCO module suggested by the State Chancellors Office, it provides better support amongst the LACCD Campuses.

However, there is room for improving communication between multiple departments. There is no centralized depository for some of the systems. Better communication is needed to
coordinate and eliminate duplication of efforts and expenses. Involving IT from the initial planning meeting can help mitigate some of these issues.

Limitation of SFP Expenditure -

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

**Use and Distribution of Technology Resources**

A Technology Replacement Policy has been in place as recommended by the TPC. However, since a major part of technology has been replaced by the bond funds, limitations of using those funds and non-availability of non-categorical funds do not always allow the TRP to be used. In that case, all the users and instructional areas housed in the new buildings get new equipment and their existing equipment gets cascaded or salvaged depending on its age.

The institution does give sufficient consideration to equipment selected for DE programs. (1) Faculty and students have access to computer labs, Internet access, student support and training. (2) Faculty training in computer labs is available. (3) LASC has a variety of links to assist students who need services for the library, counseling, tutoring, and training.

(1) Technology information is distributed via email, online training videos, and on-ground training. (2) Technically is used through the Learning Management System (LMS) and help desk to provide security, privacy, and access to the LMS. (3) Technology is used to train faculty and students on the LMS. (4) Technology is used to train students and faculty on new features. (4) Technology is used for faculty to gain knowledge to implement curriculum effectively. (5) Technology is used by students to access information, course materials, and overall course requirements to effectively participate as an online student.

**Robust and Secure Technological Infrastructure**

**Analysis and Evaluation**

**Evidence**

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

Technology Training

The Los Angeles Southwest Colleges’ website provides a link to instructions on how to access your email for faculty. Remote access to faculty email is also provided. An online work order request form is also provided under Faculty and Staff webpage within the LASC website. The online work order request link can be used to create, track and find help with requesting software and hardware help requests. Instructions are available for students, through the LASC website, on how to log in to their district email account including a frequently asked questions document. The campus has several locations where students may use computers such as the Student Success Center, Library and Open Computer Laboratories of the Business Department. Distance education webinars and training sessions are conducted each semester on the effective use of the campus learning management system, Etudes. Several library science courses are available to students and are scheduled each semester. Professional development seminars on the use of in-class computer and projector equipment are conducted periodically during the beginning to the semester “Flex” orientation day. Individual academic departments hold seminars from various vendors for the use of web-based auxiliary learning resources.

Analysis and Evaluation

Evidence

III.C.4-1: Information Technology link within LASC website
III.C.4-2: Online work order request through campus website
III.C.4-3: Library science courses
III.C.4-4: Professional development seminars
III.C.4-5: Distance Education requirements for LMS training
III.C.4-6: Department sponsored seminars from textbook vendors

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

Evidence of Meeting the Standard

Los Angeles Southwest College website provides a link to the Los Angeles Community College policy on the use of District and College Computing facilities which is published by the Chancellors Office for Administrative Regulations. The LASC Technology Committee website provides a link to the Strategic Technology Plan which outlines the overall plan for technology support and resources for LASC.

Active engagement between student and teaching engaging in online classes has to be documented (requires space on the server for each instructor or cloud access). Providing
faculty resources and faculty development is also important if faculty intends to teach online. Being certified (in Etudes) to teach online for example.

SB1456 specifies that students complete orientation, assessment and develop an educational plan. The Educational Planning Initiative (EPI) technology will help students address underlying concerns: counseling, grades, transcripts, etc. ahead of time and allow counselors, instructors and students to address troubled areas more readily.

Websites that provide online tutoring services is a way to increase student grades. Some of these websites are provided by the college while some are not. Information as such requires internet access to accommodate all students without jeopardizing campus integrity.

Using technology in the classroom prepares students for tomorrow's jobs. According to studies, in the next 5 to 10 years jobs of today will have no value. This is the importance of getting students more involved in technology oriented classes. The more students use technology, the more creative they become thus allowing them to be more productive. According to President Obama, community colleges are supposed to prepare students for the job market. All of this requires hardware and software – in short, the backbone to accommodate the students, faculty and administrators.

Online Education Initiative (OEI) offering online courses exchange through which students may take required classes for credit from other California community colleges if they are not available locally. Preparation is one of the desired waves of the future and the desired direction the college should be going.

No matter the platform used, all online classes must use multi-media features, beyond text, such as animation, videos, auditory, and slides or any other visually creative tool while at the same time being able to accommodate the disabled. Each has its own software and hardware guidelines should be secured and protected from bugs and maintain campus integrity. Synchronous and asynchronous teaching should be available with the resources to support them. Examples are Hybrid classes, open schedule online courses, computer based distant learning, and fixed time online courses. Each has different methods for presentation which are all supported by our hardware.

Ensuring assistive technology including software and hardware (if necessary) is available for the disabled. Example screen reader (Window Eyes).

Future:
- Giving a voice to students with complex communication difficulties.
- Giving students control over their own environment - for example to choose who they open the door of their room to, or whether they want the curtains closed.
- Giving access to the curriculum through specialized software and alternative input methods.
- Giving access to leisure activities such as listening to music, watching YouTube or catching up on iPlayer.
• Giving a chance to participate in all aspects of digital communication - social networking, instant messaging, SMS, Skype etc.
• Giving an opportunity to make choices and express opinions.

All of these methods can and will be used to enhance learning for the disabled.

Smart classroom environment should consists of:
• Ensuring the need for smart classroom environment:
• Internet access (via Ethernet cable)
• Wireless internet access
• Podium with stand attached or setup on table
• ADA station consists of table and chair
• White boards
• Light switches in the front and back of the classroom that control the front, rear and one wall wash (board lights) of lights
• Telephone that allows local access in case of equipment failure.
• Proper acoustics is also required

**Analysis and Evaluation**

**Evidence**

III.C.5-1: Reference B-28 Use of District and College Computing Facilities
III.C.5-2: Distance Education guidelines for students and faculty on the management and enrollment procedures for online courses.
III.C.5-3: Los Angeles Southwest College, Strategic Technology Plan 2008 - 2011
III.C.5-4: Replacement Policy
III.C.5-5: LACCD Equipment minimum standard
III.C.5-6: Technology Committee membership
III.C.5-7: Technology Committee meeting minutes
III.C.5-8: IT Survey October 2014 QUESTIONS
III.C.5-9: IT Survey October 2014 Results Summary
III.D. Financial Resources

Planning

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

Evidence of Meeting the Standard

The college is funded by a complex allocation model established through the District Budget Committee (DBC) which is a district-wide participatory governance committee composed of the college presidents from all nine colleges, bargaining unit representatives, an academic senate liaison, a student representative and the District office (III.D.12- reference charter statement from DBC). The District establishes goals and agrees on processes to allocate resources. The Los Angeles Southwest College president and the vice president of Administrative Services attend the DBC meetings.

Since the last self-evaluation, the college has continued to exercise effective planning and annual prioritization of resources to ensure the best utilization of revenues to support educational needs and improvements. There are five primary sources of college funding:
- State funding via Los Angeles Community College District (LACCD) annual allocation
- Funding earned by the college
- State funded Categorical programs
- Grants awarded the college
- Enterprise activities

The College has been in a persistent Budget Deficit (III.D.1-1 XXXXX) for a number of years. As a result, the campus has adopted a routine and reliable method for prioritizing and distributing limited resources to ensure sufficient funding to support and sustain student learning program and services. The effectiveness of the institution relies on an equitable and transparent and engaged resource allocation process. The college’s execution of the Fiscal 2015-2016 Final Adopted Budget (III.D.1-2 Fiscal 2015-2015 Final Adopted Budget) may prove to eradicate this condition due to the approval of a signification increase (___%) in the availability of non-restrictive funding available for the effective operation of the College.

An important process for determining sufficient and properly allocated resources is the annual Integrated College Operational Plan (ICOP). The Strategic Planning Committee (SPC) drafts the ICOP each year on the basis of the submitted annual plans from programs and departments through their program reviews and by the ten committees charged with college-wide planning. The SPC consults the college’s 2014-2020 Strategic Plan (III.D..1-1 Los Angeles Southwest College Strategic Plan) and the LACCD’s Strategic
Plan (III.D.1-2- VISION 2007, Los Angeles Community College District Strategic Plan 2012-2017) in drafting the ICOP. After college-wide review and comment, the college president approves the final ICOP for the coming year. The ICOP captures the goals and measurable objectives of the college which are expected to be accomplished in the upcoming year.

Before drafting the coming year’s budget, the Budget Committee reviews all resource requests from the divisions and prioritizes the results based on meeting the goals and objectives of the ICOP (III.D.1-3-Program Review webpage). The committee’s deliberations include the opportunity for programs and departments to schedule budget request presentations, and for the Budget Committee to request such presentations. The committee only considers requests which have arisen in the planning process as outlined in the Participatory Decision Making and Integrated Planning Handbook (III.D.1-4-


In the Budget Committee’s Resource Allocation Prioritization document (III.D.1-5-Resource Allocation Prioritization Document), recommended projects are allocated resources in accordance to specific objectives identified by the Strategic Planning Committee. The process includes distinguishing between objectives that are part of the ongoing budget and specific annual requests resulting from the program review process. All requests for additional resources must be a part of the department program review in order for it to be considered for funding. Resource requests from program review are separated by permanent staffing versus non-staffing requests. The LASC Budget Committee developed a process to prioritize resource requests that includes a scoring rubric to measure the merit of each resource request. Each department and division ranks its resource requests using the rubric as a guide. The committee works by consensus. After receiving feedback from the College Council, the Budget Committee forwards its recommendations to the College President for final approval. If the president decides to depart from the SPC or Budget Committee’s recommendations, the president provides timely written explanation of the reasoning behind the decision.

LASC receives an allocation form the LACCD annually with adjustments made upward or downward during the year (III.D.1-6-LASC Final Budget; III.D.1-7- LACCD Budget Allocation Model). The budget allocation model includes funds for administration, funding for maintenance and operations, a set aside for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds (III.D.1-8-Unrestricted General Fund by Sub-major Commitment Item; III.D.1-9- Restricted General Fund Appropriations). While the College has operated in a budget deficit for ____ years, the Budget Committee takes seriously the role of prioritization in a manner consistent with the Strategic Plan. Annually, Los Angeles Southwest College, the smallest college in LACCD, receives a preliminary budget allocation from the Los Angeles Community College District (LACCD) to support its annual operation costs which has proven to be insufficient. Frequently the college is faced with delaying payments to administrative services such as utilities, telephone, facility maintenance contracts and service agreements in order to minimize the impact to student learning programs.
In addition to the LACCD funding allocation the college supports critical student programs through various categorical programs, specially funded programs, grants and enterprise units (III.D.13- Final Budget). Categorical programs and grants develop specific plans on use of funds to support pedagogy, student success and/or student learning (III.D.14- SSSP plan, EOPS plan, Title V plan). The enterprise units are self-supporting entities which develop their budgets in support of academic activities. (III.D.15-Operational Plan 14/15)

LASC has an opportunity for a more transparent budgeting process. While the meetings are always open, the work demands on the under resourced student service area, limits the ability of the office to manage the work priorities of the day. Staffing constraints in some areas prohibits the collaborative discussions in creating new ideations that could take place if department staffing levels were higher.

**Analysis and Evaluation**

The College meets this standard. The College’s financial planning and budgeting is guided by an integrated planning and resource allocation process that is modeled and supported by its main participatory governance bodies. The College follows an integrated planning cycle, which emphasizes the relationship between the College’s various plans; documents the evaluation cycle for each plan; and specifies the timeline for revisions to the major planning documents. This process provides a mechanism for the routine review of the mission, goals, values, and planning efforts of the College so that all financial planning can be integrated into overall College planning efforts. The annual financial plan takes into account all of the variables established using the annual program reviews and incorporates this information into the budgeting development process.

The College has formalized its processes and practices and ensures that available financial resources are used to support student learning programs and student support services that are designed to improve the outcomes for students and the effectiveness of the institution. The College demonstrates sound financial planning and execution every year through meeting its enrollment targets within the budget allocated by the District. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of the institution including maintenance and operations. Using the allocation received from the district office and the college’s carry forward balance, adequate funding is available to ensure that enrollment growth targets are met, and cost escalation factors are addressed.

The College has been making strides annually on the allocation of resources through its program review process, with improvements that are incorporated annually based on a yearly evaluation of the program review and resource allocation process. As a College, LASC works together in good times and in bad times to meets its obligations within the confines of its budget. The College has demonstrated that establishing priorities to assure positive outcomes for students and the continued financial viability of the College is a sound practice.

The systematic development of the annual ICOP and Resource Allocation Prioritization assures that LASC collects fiscal requests campus-wide and prioritizes them in a fair
manner each year. In the current budget climate, funding short-term needs is the necessary focus.

LASC’s Strategic Plan guides funding priorities. It is updated according to a six year strategic planning process, making revisions to previous priorities and recommendations. In fall 2014, the campus approved and began implementing its new 2014-2020 Strategic Plan. It should be emphasized that student success is the primary concern in all of LASC’s planning and budgeting processes.

Evidence

III.D.1-1: Los Angeles Southwest College Strategic Plan
III.D.1-3: Program Review webpage
III.D.1-5: Resource Allocation Prioritization Document
III.D.1-6: LASC Final Budget
III.D.1-7: LACCD Budget Allocation Model
III.D.1-8: Unrestricted General Fund by Sub-major Commitment Item
III.D.1-9: Restricted General Fund Appropriations
III.D.1-10: Unrestricted General Fund – Annual Open Orders and Ending Balances
III.D.1-11: Enrollment Reports
III.D.1-12: Reference charter statement from DBC
III.D.1-13: Final Budget
III.D.1-14: SSSP plan, EOPS plan, Title V plan
III.D.11-5: Operational Plan 14/15
III.D.1-16: Preliminary Budget Allocation Memo See Victoria, DBC minutes

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

Evidence of Meeting the Standard

From mid- 2014 through February 2015, a group of faculty, staff, administrators, and students examined LASC’s mission and vision for the future. To ensure focus on the same goals, the college decided to revise its Mission Statement. This revision was approved by the College Council, Academic Senate, and the LACCD Board of Trustees (III.D.2-1-LACCD Board of Trustee Approval).

Los Angeles Southwest College’s new Mission Statement now reads:
“In honor of its founding history, Los Angeles Southwest College empowers a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders.”

The institution relies upon its mission and goals as the foundation for financial planning. The mission forms the foundation for the five strategic goals as outlined in the 2014-2020 Los Angeles Southwest College Strategic Plan (III.D.2-2-2014-2020 Los Angeles Southwest College Strategic Plan). The strategic goals, guided by the college’s mission, inform the financial planning process. Each year during program review, as explained in the Accreditation Mid-Term Report 2015 (III.D.2-3- Accreditation Mid-Term Report 2015) programs and department analyzes data specific information for each goal, identifies areas of continuous improvement and then sets objectives that will lead to the accomplishment of the identified goal (III.D.2-4- 2014-2015 Instructional Program Review webpage). Resource requests are captured and identified during the budgetary approval process and make its way back to the program or department budget through the continuous commitment to a participatory decision making and integrated planning process (III.D.2-5-Los Angeles Southwest College Participatory Decision Making & Integrated Planning Handbook). The LASC process for informing the college community conceivably would be more beneficial to the campus community with a disciplined effort to routinely report the monthly projection of FTES and expenditures versus budget to the college community. LASC college administration meets with district staff to review FTES projections and budget allocation on a quarterly basis. More frequent and consistent review with the college community would demonstrate college commitment to transparent fiscal practices and accountability. Standard routine fiscal reporting typically yields confidence in reported projections and fact based financial decision making (III.D.2-6- LASC Monthly Financial Projection). College administrators, managers track current budget information via the SAP system. Salary Distribution Reports are key budgetary reports as salary and benefits are typically close to 100% LASC unrestricted revenues. This is compared to an average 78% District wide.

**Analysis and Evaluation**

The College meets this standard. The college mission informs the program review process which in turn becomes the basis of underlying assumptions for the financial planning and the allocation of resources each year. Programs and departments link goals and planning directly to the college mission and the connection with mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College has transparency in its budgeting processes. LASC makes information readily available and reports and reviews its financial condition quarterly to the College and the District. Communication related to planning and budget occurs on a monthly basis with budget issues and decisions detailed in order to keep the campus informed. LASC takes the accountability for the management of its budget seriously and as a result balances its budget and meets it enrollment targets annually.
Evidence

III.D.2-1: LACCD Board of Trustee Approval.
III.D.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan
III.D.2-3: Accreditation Mid-Term Report 2015
III.D.2-6: LASC Monthly Financial Projection

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

Evidence of Meeting the Standard

The overall structure for the continuous LASC financial planning and budget development process is defined by Board Rule (BR) Chapter VII, Article VI (III.D.3-1: Board Rule VII.VI). Annually, a financial planning calendar is prepared by the Los Angeles Community College District (LACCD) Budget Office and vetted through the District-wide Budget Committee (DBC). Budget development typically begins in early October of each year after the Board of Trustees (BOT) adopts the budget development calendar, which defines the key financial and budget planning activities through the year (III.D.3-2: Board of Trustee Meeting Minutes; III.D.3-3- Budget Development Calendar) such as enrollment growth target, full time faculty obligation and hiring target, proposed cost of living adjustments, and maintenance of the district reserve III.D.3-4: DBC handouts showing).

The LASC Budget Committee, a subcommittee to the College Council, follows a defined process and is responsible for facilitating the annual budget process on campus and provides input into the development of the Integrated College Operating Plan. It is the participatory governance committee which vets the college’s annual budget and operation plan. The process is documented the Los Angeles Southwest College Participatory Decision Making and Integrated Planning Handbook (III.D.3-2: Participatory Decision Making and Integrated Planning Handbook). All college constituencies have the opportunity to participate in the planning activities of the institution. The Budget Committee (BC) meets monthly. Agenda and minutes are memorialized on the college website (III.D.3-3: LASC Budget Committee Webpage). The college resource allocation process begins in December (III.D.3-4: Appendix C, Participatory Decision Making and Integrated Planning Handbook). Based on resources identified in the Program reviews, the budget committee establishes a prioritized list of resource requests, which allows all college constituencies to have appropriate opportunities to participate in the development of an institutional plan and budget. The prioritized listing is posted on the Budget Committee webpage (III.D.3-3: LASC Budget Committee Webpage).

In December of each year, the College provides the initial projected dedicated revenue to the district budget office. This represents funds, which will be earned by the college outside of student fees, bookstore and other funds (III.D.3-5: Dedicated revenue projection).
January of each year the LACCD budget calendar and instructions are distributed to the colleges. The instructions for planning the budget are comprehensive and cover the college’s restricted and unrestricted programs (III.D.3-6: Budget Operation Plan Instructions). After the Governor’s State Budget Proposal is released in mid-January, the college receives the distributed preliminary allocation after which the college begins to work with constituencies to develop the College operational plan (III.D.3-7: Budget Allocation Memo). Through a series of reiterative reviews, a tentative budget is submitted to the Board of Trustees for adoption allowing for public comment.

**Analysis and Evaluation**

The college meets this standard. The LACCD budget calendar and instructions are distributed to the colleges and are available to the Budget Committee annually. The three stages of the budget—preliminary, tentative, and final—are presented and discussed extensively in senior staff, College Council, Academic Senate, and Budget Committee. The college follows the financial planning and budgeting model and calendar defined by LACCD. The college’s *Participatory Decision Making and Integrated Planning Handbook* ensure a transparent process for decision making.

All college constituencies have the opportunity to participate in planning activities through the program review process which guides the college financial planning and budget development including prioritizing resource requests. The College recognized the opportunity to improve the budget process by increasing the participant rate.

**Evidence**

III.D.3-1- Board Rule VII.VI
III.D.3-2- Board of Trustee Meeting Minutes;
III.D.3-3- Budget Development Calendar
III.D.3-4- DBC handouts showing assumptions
III.D.3-2- Participatory Decision Making and Integrated Planning Handbook
III.D.3-3- LASC Budget Committee Webpage
III.D.3-4- Appendix C, Participatory Decision Making and Integrated Planning Handbook
III.D.3-3- LASC Budget Committee Webpage
III.D.3-5 Dedicated revenue projection
III.D.3-6- Budget Operation Plan Instructions
III.D.3-7 Budget Allocation Memo

**Fiscal Responsibility and Stability**

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

**Evidence of Meeting the Standard**
LASC’s institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The college determines its annual budget by emphasizing accomplishment of the goals and objectives outline in the Strategic Plan. The process of achieving these goals is in turn operationalized in a manner that aligns with institution’s mission. The budget committee follows the process established in the LASC Participatory Decision Making and Integrated Planning Handbook and makes recommendations to the president in order to create a tentative college budget.

As the fiscal year progresses the college tracks spending and adjusts its budget accordingly. The college submits monthly budget reports to the district on a continuous basis. Quarterly, the college president and vice-presidents meet with the district chief financial officer and other budget officials to provide a thorough budget update. These reports include the percentage of budget remaining for each account, FTES projections as well as summarized allocations. The college president meets with the Strategic Planning and Budget Committees, Academic Senate, and College Council to provide current budget information and discuss annual planning. Individuals involved in institutional planning receive updated budget information such as monthly budget reports, allocations, and current status of FTES for anticipated fiscal commitments. Administrators and managers track current budget information via the SAP system and Salary Distribution Reports. As previously shared, more frequent and consistent review by the college community would demonstrate the College commitment’s to sound financial practices and accountability. Standard routine fiscal reporting typically yields confidence in the reported projections and produces transparent fiscal decision.

The district adjusts staffing and productivity goals every semester based on prior term results and other changes in conditions. Typically any deficit identified after the first quarter is usually significantly reduced by the end of the fiscal year through a process of continuous review and prioritization of expenditures. For fiscal year 2015-16, the final budget is $26,192,583 (III.D.4-1: Final Budget). LASC budget projections indicate the college requires $_______ to cover its general expenditures. This indicates a projected deficit of about $_______, if present estimates hold true. The college has historically been in a deficit for______ years.

Los Angeles Southwest College’s Participatory Decision Making and Integrated Planning Handbook clearly define the college’s processes for financial planning and budget development. The college uses this process in open meetings to develop its Integrated College Operating Plans and budgets. Committees record all fiscal planning and budget actions and post them on the college website.

Each year at the fall mandatory Flex Day, the college president addresses the campus community with her “State of the College” and calls upon the community to help address the periodic spending challenges and contribute to their solution through more active participation (III.D.4-3: Flex Day Agenda). As the year progresses, the
president holds college-wide meetings to present financial planning and budget issues to the campus community.

**Analysis and Evaluation**

The college meets this standard. Even though the *Participatory Decision Making and Integrated Planning Handbook* clear defines processes for participatory governance and inclusion of all constituencies in decision making about budget development, the most recent Campus Climate Survey indicated that ___ of respondents agreed that the college guidelines and process for budget development are clearly communicated, while ___ were neutral and ____ disagreed. In the same survey, ___ agreed that they had opportunities to participate in the budget development for the college, while ___ were neutral and ___ disagreed. ____ of LASC’s faculty and staff agreed that the resource allocation model equitably supports college programs and services, while ___ were neutral and _____ disagreed.

The college’s Strategic Plan integrates the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan. The Vice President for Administrative Services co-chairs the campus Budget Committee along with Academic Senate President who are both committed to follow the mandate to involve more staff and faculty including members of the Academic Senate, AFT and Classified unions (III.D.4-2).

The college continues to search for methods to increase the fiscal knowledge of the campus constituencies and increase staff and faculty participation in campus budget development. The budget committee, under the leadership of the Vice President of Administrative Services and Academic Senate President are in the process of developing a consistent strategy for sharing budget related information campus wide. For example, the program review process includes an online program data sharing process that is posted real time for all to review which in turn provides informed participants which allows for more engaging discussions regarding budget planning and resource allocations that are aligned with the college’s mission.

**Evidence**

IID.4-1: Final Budget
III.D.4-2: Flex Day Agenda

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

The Los Angeles Community College District contracts with an accounting firm to conduct annual audits of college financial statements each fall, and its department of Internal Audits conducts internal audits of colleges as well. No financial statement audits have resulted in major negative findings. The college responds if there is an audit exception following compliance of the district audit process. The DBC submits all audit reports and responses to the district board for approval. The Internal Audit Department reviews time reporting and posting to the payroll in SAP to verify compliance with board policy. Review findings are presented to the college and any non-compliant findings are addressed by the college with a corrective action plan. Afterward, the audit is given to the District Finance and Audit Committee (III.D.5-1: District Standard III.D.5 Response).

Los Angeles Southwest College has responded with corrective actions plans in response to external audit findings received in 2012 (III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein) and 2013 (III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein). There were no reporting external audit findings in the 2014 report. Corrective actions have been implanted in response to internal audit findings for Cash Control in June, 2013 (III.D..5-4: Los Angeles Southwest Cash Control Audit), Associated Student Organization January 2015 (III.D.5-5: Los Angeles Southwest ASO Audit) and Procurement internal audit in June 2015 (III.D.5-6: Los Angeles Southwest Procurement Audit). Currently underway is an internal audit of Child Development Center. The College adheres to the District Accounting and Business Office Policy and Procedure Manual and develops internal procures and documents that are in accord with the manual (III.D.5-7: District Accounting and Business Office Policy and Procedure).

Analysis and Evaluation

The College meets this standard. LASC has participated in and responded fully to all relevant audit discussions and identified needed corrections and is in the process of fulfilling the necessary requirements to be in compliance. Corrective actions include but are not limited to staffing changes, including the hire of Senior Accountant and Business Office Supervisor and the hire of a Financial Aid Supervisor. Required Procurement Training for all relevant staff and authorizing department managers. Fiscal Management Training was conducted by administrative staff for ASO and Auxiliary Executive Board and Advisors regarding fiscal policies and procedures and relevant Administrative Regulations. Staffing changes are also planned for the LASC Bookstore that will increase the operational capacity and oversight of the processing of vendor obligations. Los Angeles Southwest College Business Office staff are also actively participating in the redesign and updating of District Accounting and Business Office Policy and Procedure Manual.
Evidence

III.D.5-1: District Standard III.D.5 Response
III.D.5-4: Los Angeles Southwest Cash Control Audit
III.D.5-5: Los Angeles Southwest ASO Audit
III.D.5-6: Los Angeles Southwest Procurement Audit
III.D.5-7: District Accounting and Business Office Policy and Procedure Manual

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

Evidence of Meeting the Standard

Los Angeles Southwest College’s budget process is data-driven. The Budget Committee uses a wide array of financial information to influence its decision making process. The Vice President of Administrative Services presents the committee with information on available funds, ongoing expenditures, and department-level budget information at each of its monthly meetings. Minutes and data from these meetings are available to the college through the college (III.D.6-1: LASC Budget Committee Webpage) and district (III.D.6-2: LACCD Budget Committee Webpage) websites. Representatives from all campus constituent groups who attend the budget committee meetings are also responsible for sharing information campus wide.

The Final Budget of 2016-2016 provides the assumptions on which financial allocations are made for both the district and all its colleges, including supporting data. The district website provides current budget information for each campus, including appropriations, expenditures, and encumbrances (III.D.6-3: LACCD Budget Office).

The district reviews FTES projections with the campus administrators quarterly to inform the enrollment management and budget planning process. This information is passed on to the college as a whole through various channels of communication that is selected by the President. Business Warehouse and SAP, financial software deployed by the district, provide reports on tracked expenditures, encumbrances, and balances as needed. These reports can be viewed by managers/department heads, the business services office, and the administrative analysts.

To help the campus community keep abreast of fiscal planning, the LASC website provides budget information including strategic planning data, multi-year budget
analysis, deficit planning, financial review, the response from the DBC-FTES growth over-cap, spending, mid-year reduction plans, and budget committee agendas (III.D.6-4: LASC Budget Data).

**Analysis and Evaluation**

The College meets this standard. As noted in the most recent LASC Campus Climate Survey shows that ___ of employees feel they had the opportunity and information needed to participate in the development of the college budget. With the amount of data available on the college website, this may suggest that some faculty, staff and administrators either lack the background to evaluate the data or are not motivated to engage the process. Training continues to be the primary method of engaging participants. Meetings such as the Academic Senate and Student Services might help more people understand and participate in budget development. Actions that seem to have help staff and faculty feel more connected to the process has included keeping the college website up-to-date throughout the budget cycle and emphasizing the links between strategic planning, program review, and budget. The annual program review process has been actively utilized since 2011 and has continuously been improved with the objective to help develop a better understanding of the campus-wide budget process since it is directly linked to planning.

In addition to the above, administration will hold semi-annual budget development workshops to engage the Budget Committee, Academic Senate, Academic Affairs personnel, and the general college community in the practical aspects of the entire budget process from revenue generating (FTES) to developing the final college budget.

**Evidence**

III.D.6-1: LASC Budget Committee Webpage  
III.D.6-2: LACCD Budget Committee Webpage  
III.D.6-3: LACCD Budget Office  
III.D.6-4: LASC Budget Data

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

**Evidence of Meeting the Standard**

LACCD undergoes an external audit annually, with the College receiving from the District office the list of any audit findings for the college to prepare the corrective action plan (III.D.7-1 LACCD Response to Standard III.D.7) as described in Standard III.D.5, the College received external audit findings in 2012 and 2013 and has taken the necessary corrective actions. The College responds comprehensively and timely. Findings and corrective action plan are communicated by the President through comprehensive discussions...
with her administrative team. While the Vice President Administrative Services has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January BC meeting.

**Analysis and Evaluation**

The College meets this standard. The College has received several (not material) audit findings from external auditors in 2012 and 2013. External audit reports are available on the College website. In order to disseminate the audit findings to the wider campus community, beginning in 2016 audit findings will be reported out to the BC every year in January. This information will become a part of the formal report from BC to College Council each February. Meeting minutes and supporting documents are posted on the BC website.

**Evidence**

III.D.7-1: LACCD Response to Standard III.D.7

**III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

**Evidence of Meeting the Standard**

Los Angeles Southwest College and the district have a number of controls in place to ensure the effective oversight of finances, including internal and external audits to evaluate financial management systems. The district Office of Internal Audits conducts annual budget audits and audits of specially funded programs. To ensure integrity of the financial systems, external audits are done annually. Based in part on these audits, the college continually makes improvements. Since the last self-evaluation, the Community Services program reported a deficit in Fiscal 2013-2014 and is yet to be refunded. The bookstore operations incurred a significant deficit in Fiscal 2013-2014. The LASC Bookstore addressed these deficiencies and recorded a positive fund balance while managing to cover over $50K of prior year expenses. There was no reported exposure of obsolete inventory. An operational review has been completed, and bookstore operations district-wide are being reviewed for alternative business models (III.D.8-1: LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015).

At the district level, the Accounting Office assigns Grants and Contracts staff to review and report on categorical and grant funding. The district chief financial officer reviews all expenditures to ensure compliance with district regulations.

At the college, deans are assigned to oversee contracts and budgets. For example, the Dean of Special Programs oversees TRIO. Deans and directors have access to financial information such as expenditure reports, cost distribution, and salary reports on the SAP system. This helps them monitor contract budgets and ensure compliance.
At the beginning of each month, Specially Funded Program (SFP) Managers receive a Salary Distribution Report (SDD) to review all posted salaries and benefits for the previous month. This allows managers to ensure salaries and benefits are posted to correct fund centers. This report becomes a basis for developing monthly budget reports. All specially funded programs at LASC, such as EOPS, CalWORKs, and TRIO are required to submit monthly budgets to the college president or a designee. These reports detail expenditures, posted salaries and benefits, and budget balances. In these reports program managers assess spending patterns and ensure budgets are not overdrawn during the fiscal year. They ensure funds are spent appropriately and overruns are not incurred by general funds. SFPs are audited once a year by either the district office or by a subcontracted audit firm (III.D.8-2 EOPS Internal Audit; III.D.8-3: CalWORKs/GAIN Internal Audit). The LASC Foundation reports to the president monthly. It utilizes the services of an accounting firm to conduct external audits to ensure compliance to LACCD regulations. A recent audit found no material findings (III.D.8-4: LASC Foundation External Audit).

**Analysis and Evaluation**

The College meets this standard. The president conducts an annual compliance review of all procedures and policies of the LASC Foundation. If any are not in compliance with the Education Code, District policies, rules and regulations, college policies, the organization’s articles of incorporation, by-laws and written agreement with the college, the president makes recommendations about them to the auxiliary organization.

**Evidence**

III.D.8-1-LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015
III.D.8-2 EOPS Internal Audit
III.D.8-3 CalWORKs/GAIN Internal Audit
III.D.8-4-LASC Foundation External Audit

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

**Evidence of Meeting the Standard**

LACCD is in a very strong cash position. Sufficient cash flows and reserves exist to maintain stability cover any potential risks. The LACCD maintains two separate reserves: the general reserve = 6.5% and the contingency reserve of at least 3.5%. In addition there are reserves for deferred maintenance, centralized accounts, such as legal expenses and workers’ compensation, to name a few. The District is in a good position to implement contingency plans to meet financial emergencies and unforeseen occurrences (III.D.9-1-LACCD Response).
Analysis and Evaluation

The college meets this standard. District policies are set to maintain at least 10 percent in reserves each year. The District actually had reserves of between XX and XX during the past six years. Adequate budgets are established in a centralized fund by the District to manage risk. The District, and therefore the College, is well-positioned to meet financial emergencies and unforeseen occurrences. In addition the College has demonstrated that in times of fiscal constraint, the college community comes together to determine budget reductions. The processes are transparent and open for all to participate.

Evidence

III.D.9-1: LACCD Response

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

Evidence of Meeting the Standard

Both the college and the District have policies, procedures and practices to manage financial aid (III.D.10-1-LACCD Policies and Procedures for Managing Financial Aid). The College financial aid received external audit findings since 2012 and corrective actions have been implemented to correct the identified area of concern. The College and the District have staff dedicated to providing oversight of grants that provides necessary check and balance to better ensure compliance. The College and the LACCD have staff that provides effective distribution and oversight of externally funded programs, and District Contract and Legal departments to ensure effective practices (III.D.10-1-LACCD Organization Chart of Staff in Contracts). The College and the foundation are responsible to provide oversight of Foundation practices and finances. Internal audits III.D.10-2; III.D.10-3; III.D.10-4 revealed some weaknesses that have been addressed in the area of cash control and purchasing. Those weaknesses are being addressed.

Los Angeles Southwest College enters into a variety of contracts appropriate to its mission and goals, including contract education, grant agreements, construction services, MOUs, and rental agreements. All contracts require Board of Trustee approval. The District Contract Office reviews all contracts before execution. Depending on the nature of the agreement, other district offices may be involved in the review, such as Accounting, the Personnel Commission, Human Resources, and General Counsel. Only the College President or Vice President of Administrative Services is authorized to sign contracts and agreements. These mechanisms prevent the college from obligating the district inconsistent with its mission and goals.

Analysis and Evaluation
The College meets this standard. All current grants and contracts are directly aligned with the college’s mission and strictly follow LACCD policies.

The Vice President of Administrative Services reviews the status of all funds on a quarterly basis and reports any concerns to the area vice president. This report had been an informal report among the vice presidents. A more formal quarterly report of all funds to the Executive Team would improve everyone’s oversight of the College finances.

**Evidence**

III.D.10-1: LACCD Organization Chart of Staff in Contracts
III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013
III.D.10-3: Los Angeles Southwest ASO Audit, January 2015
III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015

**Liabilities**

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations

**Evidence of Meeting the Standard**

The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the District’s audit report for the fiscal year ended June 30, 2014 (III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations).

As of June 30, 2014, the District’s total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014 the District’s working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M) (III.D.11-2: LACCD Fiscal Audit Report June 30, 2014: Net Financial Position).

See all the LACCD District Response to Standard III.D..11 (III.D.11-3: LACCD District Response to Standard III.D.11)

LASC’s budget is driven by the planning processes delineated in the Strategic Planning Handbook. The budget planning process guides the Budget Committee through the college’s spending prioritization.
As the fiscal year progresses, college administrators and managers monitor short term spending and alter budgets accordingly. The information collected throughout the year provides necessary background for future adjustments. The college’s most recent evaluation of its budgeting processes (III.D.11-3: Consultant Evaluation) led to restructuring the college’s budget committee to ensure input from the various campus constituency groups. Additionally, there have been lengthy discussions with the District Budget Committee (DBC) and other district leaders to review the district’s funding model and the effect that the current model has on colleges’ ability to provide comprehensive services and instruction and conclude with a balanced budget. The Executive Committee of the DBC has evaluated the district’s current budget allocation formula and is in the process of presenting a recommendation to DBC. Furthermore, the use of ending balances, assessments for district office operations, the college deficit repayment policy, and funding differential growth continues to be topic areas of discussion regarding LASC Budget. LASC recent Budget self-evaluation provides data in support of these continuing discussions (III.D.11-4: LASC Budget Self-Evaluation Fiscal 2015-2016).

**Analysis and Evaluation**

The College meets this standard. LASC is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. The District’s non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District such as, compensated absences, general liability workers’ compensation, and other postretirement employee benefits.

The annual audits aid the college in finding ways of making improvements in its budgeting processes. This is illustrated most recently in the ways in which the college has restructured its Business Office and Bookstore by putting more effective controls in place (III.D.11-5: LASC Internal Audit Corrective Action Plans).

The college is constantly seeking ways to engage more of its constituents in the budget and decision making processes. The program review process (instructional and non-instructional) includes modules which allow programs to assess their budgetary needs and request resources needed annually. Departments have opportunities to present their needs to the Budget Committee as a tool to receiving available needed funding each year.

Even in the absence of sufficient funds, planning committees across campus develop plans to maintain the integrity of LASC’s academic and student services’ programs, while maintaining a healthy and safe learning environment. Student success is at the heart of the planning and budget processes. Therefore, the college and the district will continue to work together to fashion a realistic future budget plan that will enable the college to better meet the needs of its students and improve student learning.

**Evidence**
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The OPEB planned obligations for the District is based on negotiated contracts with the various bargaining units of the LACCD. The contribution requirements are established and may be amended by the District and the District’s bargaining units. The District follows the reporting requirements of GASB Statement No. 45, “Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.”

The OPEB is managed at the district level and the evidence of meeting this standard is fully explained in the District Standard III.D..12 response (III.D.12-1: District Standard III.D.12 response).

Analysis and Evaluation

The College meets this standard.

Evidence

III.D.12-1: District Standard III.D.12 response

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution (III.D.13-1- District Standard III.D..13 response).

Evidence of Meeting the Standard

The College meets this standard. There are no LASC debt instruments. LACCD does not have locally incurred debt instruments.

Analysis and Evaluation Evidence

Not applicable

Evidence
III.D.13-1: District Standard III.D.13 response

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The college has ___ current grants and contracts. A list of contractual agreements is provided in the attachments in evidence. This provides name of contract, funding amount, description, and award date. The process for grant solicitation ensures that all grants promote the mission and goals of the college. All potential grants are reviewed by chairs, managers and deans before being presented to the Dean of Resource Development. All grants are reviewed and final decisions are made with the college president (III.D.14.1-XXXX).

The contractual agreements align with the college’s mission: “The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the life of its diverse community.” An example is LASC’s XXXXXXXX grant (III.D.14.2-XXXX). The purpose of this grant is to XXXXXXXXX order to XXXXXXX. In this phase, the college will identify gaps in services offered to local small, growing businesses so that the college can offer services that are complimentary to those of other local service providers.

The college has obtained external financial resources to conduct institutional initiatives, such as XXXXXXXXX III.D..14.3-XXXX), a campus-wide initiative that provides recommendations for institutional priorities to improve student learning.

Analysis and Evaluation

The College meets this standard. Internal audits resulted in some areas of weaknesses being identified and corrective action plans have been implemented to address any deficiencies.

Evidence

III.D.14.1-XXXX
III.D.14.2-XXXX
III.D.14.3-XXXX

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.
**Evidence of Meeting the Standard**

The District is subject to annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs including Title IV programs. For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at Los Angeles Trade Tech College (III.D.15-1-LACCD OMB A-133 Compliance Audit). The student loan debt of LASC students has reached the default rate level above ___%. As a result the College has prioritized efforts to assist in improving the percentage of students repaying their loans (III.D.15-2 XXXX).

**Analysis and Evaluation**

The College meets this standard. LASC monitors and manages all of its funds with integrity as evidenced by the external audits having no audit findings for LASC in the past two years.

**Evidence**

III.D.15-1-LACCD OMB A-133 Compliance Audit

III.D.15-2 XXXX

**Contractual Agreements**

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

**Evidence of Meeting the Standard**

The Vice President Administrative Services (VPAS) sign off on all contract requests after careful review to ensure all contracts are consistent with LASC mission and goals (III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services). The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract and LASC has plans to hire a purchasing aide in Administrative Services to ensure all BOT Rules and District procedures and College processes are followed (III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days). The Vice President Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval (III.D.16-3-LASC: One Page from Procurement Training August 2015).

**Analysis and Evaluation**

The College meets this standard. A review of every contract that is requested is performed by the Vice President Administrative Services before it is approved. This ensures that all
contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College and also protects the interests of the College and the District.

Evidence

III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services
III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days
III.D.16-3: LASC One Page from Procurement Training August 2015).
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

I.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

The College shared governance process includes students, faculty, staff, and administration that perform an essential role in ensuring the institution meets goals and continuously improves quality.

Evidence of Meeting the Standard

- Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process. The Institution’s commitment to shared governance is evident in the spring 2015 approval of revisions to the Participatory Decision-Making and Integrated Planning Handbook.
- Los Angeles Southwest College has developed a systematic participative processes to provide the opportunity for all individuals on campus to have their ideas represented in the decision-making process. There are three primary pathways that invite staff, faculty, administrators, and students to participate in institutional decision-making to improving college practices, programs and services.
  - Administrative Structure and Processes – the operations of the college are implemented within established policies and procedures facilitated by management staff
  - Constituent Groups – collective bargaining units assure representation and participation of their members
Committee System – governance roles are allotted for various constituent groups to review and recommend policies, practices, and programs. Refer to Standard I.B.1 for additional details on the college’s committee system.

- Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.

- Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement. In addition, student service programs administer Point of Service Surveys every semester to gather student feedback on how to improve services.

**Analysis and Evaluation**

The College meets the standard. Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process. The Institution’s commitment to shared governance is evident in the spring 2015 approval of revisions to the Participatory Decision-Making and Integrated Planning Handbook. The approved revisions provide comprehensive information regarding institutional goals, values, and decision-making processes. The handbook is updated annually by the Strategic Planning Committee and an annual survey is disseminated to the campus community to assess individual understanding of the institutional mission and planning processes.

Each stakeholder group is represented on college councils, committees and taskforces as delineated by the direction of that committee or council. Los Angeles Southwest College has developed a systematic participative processes to provide the opportunity for all individuals on campus to have their ideas represented in the decision-making process. There are three primary pathways that invite staff, faculty, administrators, and students to participate in institutional decision-making to improving college practices, programs and services.

1. Administrative Structure and Processes – the operations of the college are implemented within established policies and procedures facilitated by management staff
2. Constituent Groups – collective bargaining units assure representation and participation of their members
3. Committee System – governance roles are allotted for various constituent groups to review and recommend policies, practices, and programs. Refer to Standard I.B.1 for additional details on the college’s committee system.
Through involvement in the Administrative Structure and Processes, constituencies effect college operations and ensure implementation is within established policies and procedures facilitated by management staff. Additionally, involvement of the aforementioned constituent groups assures representation and participation of their members in institutional decision-making. Lastly, the committee system provides various constituencies the opportunity to review and recommend policies, regulations, and processes that affect all aspects of the college community.

College Council, which has representation from all campus constituencies and collective bargaining units, is the central governing body at the college. It receives regular reports from the college president and each college committee. In addition to the standing reports, any constituent may place items on the agenda for discussion. It is only after open dialogue has taken place between institutional leaders, faculty, staff, and students that College Council makes recommendations to the president.

Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.

In addition to the aforementioned opportunities to participate in campus decision-making, Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement. In addition, student service programs administer Point of Service Surveys every semester to gather student feedback on how to improve services. Collectively, this data is analyzed and contributes to the direction of campus decision-making. Though
systems are in place to solicit feedback from various campus constituencies, participation among students, classified staff, and faculty in the college committee system is low. To address the low response rate, the institution has developed…

In an effort to keep constituencies abreast of institutional performance, reports are updated annually and shared during the annual strategic planning retreat. This information is also available for review through the user-friendly college website from the Office of Institutional Effectiveness (OIE). The college president and the various college committees regularly request data on institutional performance from the OIE. Requests for data are also available for faculty, staff, administrators, and students. Furthermore, data on institutional performance is available online providing a level of transparency, as this information is available to all campus constituencies for review.

**Evidence**

**IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes.** The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

LASC has established policies and procedures for governance per California’s Education Code which specifies the roles and responsibilities for governance of California’s Community Colleges.

**Evidence of Meeting the Standard**

- The shared governance work of the college is accomplished through membership on all college committees which consists of at least one member from each constituency group and represents administrators; faculty and staff who are in unions as well as unrepresented Classified Managers.
- The ASO appoints a student to each committee who reports back to the ASO giving the students a voice in governance on campus.
- LASC through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describes the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making process via the description of the various “Constituency Groups” on campus.
- As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts which require committee participation and voting rights in those committees giving each group a voice.

**Analysis and Evaluation**
The College meets the Standard. The structure needed to develop policies to ensure participation from stakeholders and transparency is in place (see documents for evidence).

LASC has established policies and procedures for governance per California’s Education Code which specifies the roles and responsibilities for governance of California’s Community Colleges. To this end, LASC through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describes the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making process via the description of the various “Constituency Groups” on campus. The shared governance work of the college is accomplished through membership on all college committees which consists of at least one member from each constituency group and represents administrators; faculty and staff who are in unions as well as unrepresented Classified Managers (see Appendix C). Each committee meets monthly with a published agenda and minutes which include attendance. Also, each committee updates the “Committee Operational Agreement” and the “Shared Governance Committee Annual Self Evaluation Form” and sends the reports to the Strategic Planning Committee (SPC). These reports track meeting members and attendance, as well as, documents objectives which were to be addressed that academic year with a report on the progress of those objectives and recommendations for improvement of the committee’s processes.

As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts which require committee participation and voting rights in those committees giving each group a voice. The ASO appoints a student to each committee who reports back to the ASO giving the students a voice in governance on campus. The following collective bargaining units participate in institutional decision making at LASC.

**AFT:** Every full-time monthly rate faculty member shall serve on at least one departmental, college, or District-wide committee or equivalent. Adjunct faculty are eligible to serve on department and college-wide committees.

**Deans:** The Union Representative or his/her designee at each college shall be granted a voting seat and shall represent the Unit on the shared governance council.

**Classified AFT:** Shared Governance: The set of practices under which District/College employees participate in decisions about the operation of their institutions. The District/Colleges are committed to, and encourage, full participation from Clerical Technical Unit employees. Worksite and District-Wide Committees and Shared Governance When a College President, Division Head, the Chancellor, or the Board of Trustees appoint a campus/worksite and/or District-wide advisory committee, for accreditation, budget, planning/development, sexual harassment, AIDS education, staff development, and/or equal employment opportunity and diversity, the AFT College Staff Guild shall be entitled to have at least one (1) of its members appointed to the committee by the AFT Staff Guild. At least one (1) AFT Staff Guild Unit member, appointed by the AFT, shall be appointed to each campus, District Office and District-wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified above, that will have an effect on Unit 1.
The Trades Council: shall be allowed one (1) representative on each campus shared governance committee that deals with issues directly and specifically relevant to the Crafts Unit, one (1) representative on the District Budget Committee (DBC) and one (1) representative on the Joint Labor Management Benefits Committee. Crafts Unit committee members shall be appointed by the Crafts Unit.

The District and the SEIU 721 recognizes that decision-making in an academic environment is generally made via a committee. If a College President, Division Head, the Chancellor, or the Board of Trustees appoints a campus/worksite advisory committee for accreditation, budget, planning/development, facilities planning, staff development, work environment, and/or equal employment opportunity and diversity, at least one SEIU Local 721 member, selected by SEIU Local 721, shall be appointed to each campus, District Office and District-wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified that will have an effect on Local 721.

Evidence

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The College’s policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describe the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making at LASC.

Evidence of Meeting the Standard

- The committee charge delineates the purpose of the committee, and committee make-up designates what the committee membership is, as well as the administrator and faculty chair for the committee. (See Participatory Decision Making & Integrated Planning Handbook)

Analysis and Evaluation

The College meets the Standard. The College has seen improvement after the implementation of systemic measures and policies and procedures to encourage and support stakeholder participation.

Evidence

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

The college, through its shared governance structure including the Participatory Decision
Making & Integrated Planning Handbook, and the College Council as the central governing body at LASC, delegates the responsibility for recommendations about curriculum and student learning programs and services to faculty and academic administrators.

**Evidence of Meeting the Standard**

- LASC is committed to public disclosure in all areas of operation. Documents and data that inform institutional operations and activities are accessible online through the college website. Additional information is also available through the office of Institutional Effectiveness. This includes but is not limited to the following: Senate approval and then College Council approval of policies, Strategic and College Master Plan, Board Agendas, meeting schedules and meeting minutes, announcements, class schedules, catalog information, registration, and SSSP process, Administrative information and access to employment opportunities, salary information, budget information, institutional planning, and employee organizations. Bond construction information, including construction updates. Information disseminated through the campus Public Information Officer, and departmental websites. Accreditation reports, self-study, mid-term report and other institutional reports.
- The evidence listed below demonstrates that these policies and procedures are functioning effectively:
  - Functional Map: Description of committee membership (older document)
  - Participatory Decision Making & Integrated Planning Handbook
  - Committee Operating Agreements
  - Committee Meeting Minutes
  - Committee Self-Evaluations
  - Union Contracts: Faculty; Clerical/Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors

- The College’s policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describe the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making at LASC. The implementation of the current handbook has assisted committees as they work through the governance structure to restructure committee membership to ensure maximum participation.
- Additionally, the College Council as the central governing body at LASC has representation from all campus constituencies and collective bargaining units thus promoting substantive participation and involvement from college stakeholders in institutional policies, planning and budget related actions. LASC strives to achieve transparency by making regular reports from the college president and each college committee available on the college website. OIE has developed a tool to place agendas and minutes on the SharePoint site, as well as, trained chairs to upload those minutes.

**Analysis and Evaluation**
The College meets the Standard. LASC provides a large amount of information on the LASC and LACCD websites and in reports.

**Evidence**

**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

The college utilizes its shared-governance structure to solicit various expertise and perspectives, and communicate policies and action plans among administrators, faculty, staff and students.

**Evidence of Meeting the Standard**

- There is efficient and effective alignment among institutional policies, educational purposes and student-learning goals.
- The institution does a stellar job of assuring the appropriateness of its educational objectives, degree offerings, and learning goals to the college’s mission; the ongoing challenge for the college is the alignment of the internal needs of the college (adequate fiscal and operational funding, staffing, new programs and program needs) with the external decision-making of the Board.
- Specifically, while the college and the Board of Trustees (Board) have in place a clearly articulated shared governance structure that recognizes college leadership and constituency input and decision-making; these processes are often not followed.

**Analysis and Evaluation**

The College meets the Standard. There are many objectives and goals that the college is meeting. There is efficient and effective alignment among institutional policies, educational purposes and student-learning goals. Faculty are teaching and students are learning, although the college is still in the process of articulating a system for the collection, feedback and placement of evidence of student learning objectives and class, discipline, program, department, division and college assessment data of these outcomes. While the institution does a stellar job of assuring the appropriateness of its educational objectives, degree offerings, and learning goals to the college’s mission, the ongoing challenge for the college is the alignment of the internal needs of the college (adequate fiscal and operational funding, staffing, new programs and program needs) with the external decision-making of the Board.

**Evidence**

**IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**
The college documents and communicates the decision making processes through the recording and public posting of meeting minutes (i.e. academic senate, college council, budget committee, program review, etc.).

**Evidence of Meeting the Standard**

*Documenting and Communicating Decisions*

*Essential Information about Institutional Efforts to Achieve Goals and Improve Learning*

**Analysis and Evaluation**

**Evidence**

**IV.A.7.** Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**

- Committee Roles and effectiveness in governance were evaluated in 2013 by an ad hoc committee established by the Academic Senate. This was done in an effort to reduce the number of committees to ensure more effective participation by LASC employees on committees. The consolidated committees were then evaluated during academic year 2013-2014 to evaluate the effectiveness of the consolidation process.
- The Participatory decision making and Integrated Planning handbook (Planning Handbook) outlines the processes by which the various constituencies on campus have a role in the decision making and planning processes at LASC. The effectiveness of these processes is evaluated by the Institutional Effectives division at LASC. The results of these evaluations are posted on the college web site.
- There is a deficiency in the way input from campus constituencies on matters related to support services and facilities is received by the Administration. There are significant problems related to IT support, Bookstore, campus mail service, access to classrooms, comfort in classrooms, and cleanliness in some areas of the campus. There are no clearly defined processes for addressing these issues when they arise, and there is sometimes a very slow response or no response from the Administration when these issues are raised.
- To address this standard LASC prepares a planning handbook in which the roles of the participatory governance process is presented, and the roles of the various constituencies and committees are described. There are three primary pathways for decision-making at LASC. These are:
  - Administrative Structure and Processes, which are used to manage the operations of the college.
- Constituent groups, which allow all impacted parties on campus to make their interests known
- The various constituencies use the committee system to review and recommend policies, regulations and processes of LASC and LACCD that affect the college as a whole

**Analysis and Evaluation**

The College meets the Standard. The college is satisfactory with respect to governance on academic issues and needs improvement with respect to budget issues and support services.

The consolidation of committees in 2013-2014 has proven effective.

LASC has a clearly defined participatory governance system, in which all constituencies have input into District and College governance. In addition, the Academic senate has primary responsibility for making recommendations in the areas of curriculum and academic standards

**Evidence**
IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president meets regularly with faculty, staff, administrators, students, community members, and district personnel in order to ensure that the college meets its institutional goals and objectives as outlined in the LASC Strategic Plan and three master plans (Educational Master Plan, Technology Master Plan, and Facilities Master Plan).

Evidence of Meeting the Standard

- Dr. Linda Rose began her presidency at Los Angeles Southwest College in August 2014. The president meets regularly with campus leaders to provide leadership across all areas of the college. Regular meetings include weekly meeting with the President’s Cabinet (comprised of the Vice President of Academic Affairs, Vice President of Administrative Services, and Vice President of Student Services), monthly meetings with the Academic Senate President/Executive Team, monthly meetings with union representatives, and monthly meetings with the Los Angeles Southwest College Foundation. In addition, the president holds student forums four times per year (twice in the fall and twice in the spring).
- The President works close with the campus public information officer to ensure pertinent information is posted on the campus website and presented to local media outlets.
- The President collaborates with the Dean of Institutional Effectiveness to review data regarding institutional performance. The President uses the data to influence campus decision making.
- The president communicates the importance of a culture of evidence by demanding that all proposals for funding or campus support are accompanied by supporting evidence that proposed activities will positively impact student learning.
- The research office and specifically the Dean of Institutional Effectiveness report directly to the president. The research office is located in the same suite as the President’s office allowing direct access when needed.
- The President has linked resource allocation and institutional planning to institutional research through the Program Review process. All programs including non-instructional must submit an annual program review analysis to qualify for budget allocations.

Analysis and Evaluation

The president has ensured that all Los Angeles Southwest College plans and goals are rooted in student success. At every meeting, core questions are what is the evidence and how does it benefit students. Student centered – decisions have been centered on student learning,
student success, and student access. In order to achieve these goals, the president has emphasized planning, budgeting and assessment.

Evidence

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The president seeks to build an executive team that is competent and effective while supporting the goals of the college.

Evidence of Meeting the Standard

- The president regularly assesses the administrative structure, most recently in 2015. Currently, the administration is comprised of a president, a vice president of academic affairs, a vice president of administrative services, a vice president of student services, three academic deans, one dean of students, one dean of institutional effectiveness, a dean of resource development and a dean of TRIO (funded through grant funds). Each of the administrative job descriptions is reviewed periodically and changes in duties may be made in response to the changing needs of the institution. Administrators have authority to perform the duties their assignments require, including weekly senior staff meetings with the president and vice presidents and monthly administrators meetings.

Analysis and Evaluation

The president assesses staffing levels for current and future needs. One of the most significant changes to the organizational structure occurred in response to the college’s need to have a balanced budget. In 2010-2011, the president, in line with the duties outlined in the accreditation standards, reorganized the administrative structure. As a result, the college modified its structure from a three vice president model to a two vice president model. In 2013, the president assessed the executive vice president model and it was determined that the model was not adequate to coordinate the functions of both academic affairs and student support services.

Evidence

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
• ensuring that allocation of resources supports and improves learning and achievement; and
• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

The college president, with input from the college stakeholders, guides institutional improvement of the teaching and learning environment by soliciting, obtaining, and reviewing college-wide committee recommendations for decision making in all areas inclusive of curriculum, facilities, planning, budget, and technology

Evidence of Meeting the Standard

• These leadership responsibilities include the president’s support of processes, such as program review, program viability, divisional planning, and reviewing and assessing the health of the college’s instructional and student services.
• The president has scheduled monthly meetings with both the Academic Senate President and the Academic Senate Executive Board to discuss academic issues.
• The president receives recommendations from the College Council, the primary participatory governance body, to act upon and provide explanations for decisions.
• The president uses internal and external research and analysis as primary tools in the decision-making process.
• The president emphasizes student-centered data-driven decision making in institutional planning. In order to ensure that decisions are centered on student access, learning, and success, the president asks two core questions to guide institutional improvement: (1) “How does a particular recommendation benefit students?” and (2) “What data supports the recommendation?”
• The Dean of Institutional Effectiveness is also the co-chair of the Strategic Planning Committee and a standing resource available to all college committees. The Office of Institutional Effectiveness provides data to the president and college committees on a regular basis for program planning and improvement. Data include student performance indicators, efficiency, campus and student surveys, and labor market information.

Analysis and Evaluation

Evidence

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
The president has effectively balanced the role of primary leader with delegating tasks to the appropriate faculty, staff and administrative leaders in efforts to assure compliance with accreditation requirements.

**Evidence of Meeting the Standard**

- In fall 2014, the college president began planning for the comprehensive visit scheduled for spring 2016. Under the direction of the president, the vice president of Academic Affairs, who serves as the college Accreditation Liaison Officer (ALO), convened an Accreditation Steering Committee, comprised of the ALO, the president, Dean of Institutional Effectiveness, and a faculty co-chair. Subsequently, the committee invited faculty, staff, students, and administrators to serve on one of the four accreditation standard committees. Each standard committee is chaired by one faculty and one administrator.
- The college president organized campus-wide meetings to educate faculty, staff, administrators, and students about accreditation. At the writing of this report, campus-wide accreditation meetings and workshops have been held (2 fall 2014, 3 spring 2015) and more are scheduled for fall 2015. The president hosted an off-campus accreditation retreat, during which the college’s progress in the accreditation process was explained in detail.

**Analysis and Evaluation**

**Evidence**

**IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

The president ensures compliance with all board policies while guiding institutional practices that are in support of the college mission and in adherence with the college budget.

**Evidence of Meeting the Standard**

- In an effort to ensure that new program and funding opportunities are well thought-out and planned, the president has established a process that requires the president’s approval at the onset.
- The president works closely with District Fiscal Operations to review revenue and expenditures and authors plans to reduce deficits.
- Compliance with external agencies has improved through the administrative reorganization as measured by program visits and reporting.

**Analysis and Evaluation**

Reporting to the chancellor, the president is responsible for implementing statutes, regulations, and governing board policies. One of the president’s tasks is to review compliance reports submitted to the funding agencies. One of the intents of this process is to
ensure that new programs or activities are aligned with the college’s mission and strategic objectives. Additionally, this process informs senior administrators of programs and funding opportunities directly related to their areas of responsibility.

In preparation for presidential reports, the President reviews all budget reports from the Vice President of Administrative Services and the district office to monitor program balances. In light of this review, the president requires all SFP and categorical programs to appropriately offset costs that would otherwise be absorbed by the college general budget. In addition, the president has reduced staff when possible; the president also monitors expenditures, reviews high cost areas, and implemented a hiring freeze. The Executive Committee of the DBC is in the process of reviewing the district allocation process. Small colleges of the district struggle to meet their costs with current revenue allocation. This has been a concern for a number of years and is being addressed definitively.

The college works closely with funding agencies to ensure that actions are in compliance with their regulations. The college works closely with the District CFO and the District accounting director to monitor revenue and expenditures monthly and quarterly. The college uses the District’s compliance unit to investigate allegations of discrimination, sexual impropriety and other inappropriate behaviors. The college provides trained facilitators for the hiring processes. The District has implemented a whistleblower program through the Internal Audit Division of the district and the LASC President chairs the committee reviewing whistleblower complaints and actions. The president works closely with the Internal Audit Division to perform periodic reports on areas of high concern.

**Evidence**

**IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

The president works tirelessly to increase the awareness of the value of Los Angeles Southwest College to the South Los Angeles community.

**Evidence of Meeting the Standard**

- The college president attends regular community meetings including homeowner associations, civic groups, workforce investment boards, economic development boards, and other external groups to promote a positive image for the college.
- The president has directed the administrative staff to create and strengthen community partnerships to provide outreach and collaborative opportunities for the institution.
- The president attends all college foundation meetings and activities and serves as the liaison between the college and the foundation.
- In addition, the president holds periodic college forums and two student forums per semester to discuss critical issues and obtain feedback from campus and community stakeholders.
Analysis and Evaluation

The president’s efforts to increase the name recognition and awareness of Los Angeles Southwest College have been effective. The campus has been featured in radio advertisements as well as a campaign of the local bus system. These increases in publicity have been cited as factors in the campus superseding its growth targets for the 2014-15 academic year.

The president has also improved on campus communication which in turn increases community knowledge of campus issues. The outcomes of campus meetings are shared with the campus and community via email and the college website. This allows anyone access to meeting agendas and minutes for all campus committees.

Evidence
IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District’s Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000 (IV.C.1-1 BR 2100, 1/16/13). The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for- and non-credit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction.

a. Board membership, elections, mandatory orientation and annual retreat are defined in Board Rules 2101-2105. (IV.C.1-2 BR 2101-2105, 1/16/13). The Board adheres to a Statement of Ethical Values and Code of Ethical Conduct that includes sanctions for Trustees who violate District rules and regulations (including said Statement and Code of Conduct) and state or federal law (see Standard IV.C.11).

b. The Board sets policies and monitors the colleges’ programs, services, plans for growth and development, and ensuring the institution’s mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations BR 2300-2303, January 16, 2013; IV.C.1-7 http://laccd.edu/Chancellor/Pages/Chancellor-Directives.aspx; IV.C.1-8 http://laccd.edu/About/Pages/Admin-Regs.aspx

c. The Board establishes rules and regulations related to academic standards and oversight, fiscal integrity and stability, student equity and conduct, and accountability and accreditation. (IV.C.1-9 BR 2305-2315, January 30, 2013). [Add Revisions to 6300].

d. The Board meets twice monthly during the academic year, with one meeting at the Educational Services Center (ESC) and one at each of the colleges. (IV.C.1-10 BR 2400-2400.13, 1/16/13). Holding meetings at the colleges as well as the District office allows the Board to receive a wider range of input from community and constituent groups, and broadens Board member’s perspective on issues affecting individual colleges. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. (IV.C.1-11 BR 2402-2404, 1/16/13)

e. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of college programs and services, as well as the institutions’ financial stability. (See IV.C.1-12 BR 2604-2607.15, 8/21/13)

f. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. (IV.C.1-13 BoT agenda & minutes for 11/2/11; IV.C.1-14 BoT
agenda & minutes for 11/7/12; IV.C.1-15 BoT agenda & minutes for 11/6/13; IV.C.1-16 BoT agenda & minutes for 5/14/14; IV.C.1-17 BoT agenda & minutes for 4/15/15). Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings.

g. The Board is well informed prior to making decisions. Before each meeting, members receive a Board Letter detailing all pending actions, including follow-up on previous requests and information related to personnel, litigation, and other confidential matters. (IV.C.1-18 Board letter, BoT agenda & minutes for 12/5/12; IV.C.1-19 Board letter, BoT agenda & minutes for 11/20/13; IV.C.1-20 Board letter, BoT agenda & minutes for 8/6/14; IV.C.1-21 Board letter, BoT agenda & minutes for 5/13/15)

h. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. (IV.C.1-22 BoT agenda & minutes for 2/9/11; IV.C.1-23 BoT agenda & minutes for 3/7/12; IV.C.1-24 BoT agenda & minutes for 4/3/13; IV.C.1-25 BoT agenda & minutes for 4/23/14; IV.C.1-26 BoT agenda & minutes for 1/14/15)

Analysis and Evaluation

The LACCD Board of Trustees has authority and responsibility for all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in board meeting calendars, meeting agendas, board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed for compliance and effectiveness and, where needed, updated. The Board routinely reviews student learning outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

Evidence

IV.C.1-1 – BR 2100, adopted 12/2/69 and amended 1/16/13
IV.C.1-2 – BR 2101-2105, adopted 12/2/69 and amended 1/16/13
IV.C.1-3 – BoT profile
IV.C.1-4 – BR 2300, adopted 12/2/69 and amended 1/30/13
IV.C.1-5 – BR 1200-1201, 2/6/13
IV.C.2. The governing board acts as a collective entity. Once the board reaches a
decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is a highly engaged entity. Board members bring differing
backgrounds and perspectives to their positions. At meetings, they engage in full and
vigorous discussion of agenda items and share individual viewpoints. However, once a
decision is reached and all members have voted, they move forward in a united fashion.

a. The Board’s commitment to act as a unified body is reflected in their Code of Ethical
Conduct where Trustees “recognize that governing authority rests with the entire Board,
not with me as an individual. I will give appropriate support to all policies and actions
taken by the Board at official meetings.” (IV.C.2-1 Board Rule 2300.10, adopted
10/19/05, amended 1/30/13)

b. Trustees commit to “..treat others with respect, even in disagreement, and to do my best
to earn the respect of others. Being respectful requires civility and courtesy, as well as
tolerance for legitimate differences and a willingness to acknowledge that reasonable
people can respectfully hold divergent views.” (IV.C.2-2 Board Rule 2300.10, adopted
10/19/05, amended 1/30/13)

c. Consent items are frequently singled out for separate discussion or vote at the request of
individual Board members. Once all members have had a chance to make their views
known and a vote is taken, the agenda moves forward without further discussion. (IV.C.2-3 BoT Minutes 2/20/13) [BoT Minutes 7/9/14; add additional evidence per file]

d. In compliance with the Ralph M. Brown Act (CA Government Code 54950-54963), Board members do not conduct or discuss business outside of properly noticed Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations. (IV.C.2-4 CA Code 54950-54963)

**Analysis and Evaluation**

Board policies and procedures provide a framework for collective action which effectively guides Board discussion and voting. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

**Evidence**

IV.C.2-1 – Board Rule 2300.10: Statement of Ethical Values and Code of Ethical Conduct, January 30, 2013 (#1)
IV.C.2-2 – Board letter, May 13, 2015
IV.C.2-3 – BoT Minutes 2/20/13 [Additional evidence]
IV.C.2-4 – CA Code 54950-54963

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

**Evidence of Meeting the Standard**

**Analysis and Evaluation**

**Evidence**

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

**Evidence of Meeting the Standard**

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. (IV.C.1-4 BR 2300, 1/30/13) It is focused on ensuring the institution’s mission is met and their efforts are guided by its core values. (IV.C.1-5 BR 1200-1201, 2/6/13). Board policy assets that the Board, acting through the Chancellor, or designee, participates in local, state and national legislation to “…protect and to promote the interests of the Los Angeles Community College District”. The Board carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and
Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. (IV.C.4-2 BR2605.11_8_21_2013)

a. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). (IV.C.4-3 http://laccd.edu/Board/Pages/Ad-Hoc-Committees.aspx)

b. Members of the public have the opportunity to express their perspective during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. (IV.C.4-4 BoT Agenda, 6/29/15)

c. The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated. (IV.C.4-5 BR3002_3003.10_1_16_2013).

d. The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets their policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. (IV.C.4-6 Board Legislative Priorities for 2015, 11/19/14; IV.C.4-7 BoT agenda, 12/10/14) The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. (IV.C.4-8 BoT agenda, 6/10/15)

**Analysis and Evaluation**

Board members work together collaboratively to support the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board’s consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their perceived interests, which may or may not coincide with the District’s. Regardless, through the years, the Board of Trustees has remained diligent in supporting the interests of the colleges in the face of external pressure. The District meets this Standard.

**Evidence**

IV.C.4-1 – BR2300BoTIndBody_1_30_2013
IV.C.4-2 – BR2605.11_8_21_2013
IV.C.4-3 – http://laccd.edu/Board/Pages/Ad-Hoc-Committees.aspx
IV.C.5. The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board sets and updates policies consistent with the District’s mission and monitors implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality and also serves as a check-and-balance system pertaining to the quality of courses and programs.

Educational Quality

a. Chapter VI of the LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, set policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. (IV.C.5-1 BR Ch. IV, Instruction). Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations (“E-Regs”). (IV.C.5-2 http://laccd.edu/About/Pages/Admin-Regs.aspx)

b. The Board’s Institutional Effectiveness and Student Success (IESS) Committee is charged with overseeing and monitoring college efforts related to student success, accreditation, planning, and curriculum, including issues involving academic policies and program changes. (IV.C.5-3 BR 2605.11)

c. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. Additionally, this Board committee reviews each college’s Student Equity Plan, which sets goals and reports on outcomes related to success for all students. (IV.C.5-4 BR 2314, approved 1/30/13; IV.C.5-5 IESS agenda and minutes from July 2014-June 2015)

Financial Integrity and Stability

f) The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval.
As articulated in Chapter II, Article IV, 2605.11.c., (IV.C.5-6 BR 2605.11) the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing.

g) The BFC monitors the financial stability of each college and reviews annual District financial reports. (IV.C.5-7 agendas w/quarterly financial reports and budget during Sept 2014-July 2015) The Committee receives monthly reports on enrollment comparisons between colleges; preliminary and final census reports, by college and year; and FTES projections. (IV.C.5-8 BFC Agendas from July 2014-June 2015)

h) Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the CFO and the District Budget Committee, and requires a super-majority vote by the full Board. (IV.C.5-9 Reserve policy)

i) The Board approved Fiscal Accountability Measures in October 2013. These policies hold each college, and college president, responsible for maintaining fiscally stability. (IV.C.5-10 BoT agenda BF2, 10/9/13)

**Ensuring Resources**

j) The Board played a central role in promoting construction bond initiatives passed in 2001, 2003 and 2008, resulting in over $5.7 billion in capital construction funds. The District also accessed over $300 million in State matching funds, bringing a total of over $6 billion increased income during a seven-year period. (IV.C.5-11 Bond Office] Bond projects have benefitted instructional programs, expanded career/technical education program facilities, and helped improve teaching and learning environments and student educational and workforce outcomes.

k) The Board’s Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues raised. (IV.C.5-12 ACCJC Letter, February 7, 2014).

l) The Board’s Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. (IV.C.5-13 LPA minutes) The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for specific programs.

**Legal Matters**
m) The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses. (IV.C.5-14 BoT closed session agenda on legal issues) The District’s Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. (IV.C.5-15 Board Rule 4001: Legal Counsel, November 14, 2001)

**Analysis and Evaluation**

The ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability lies with the Board of Trustees. The Board demonstrably holds colleges publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. (IV.C.5-16 recent IE Committee minutes). The District meets this standard.

**Evidence**

IV.C.5-1 – Board Rule 2605.11: Standing Committees, August 21, 2013 (#5)
IV.C.5-2 – Special Report Budget and Finance Committee, February 11, 2015 (#1)
IV.C.5-3 – ACCJC Letter, February 7, 2014
IV.C.5-4 – Board Rule 2314: Student Equity Plans, January 30, 2013 (#6)
IV.C.5-5 – LACCD Technology Strategic Plan Vision 2020, March 9, 2011
IV.C.5-6 – Board Rule 17002: Composition of the District Citizens’ Oversight Committee and Board Rule 17004: College Citizens’ Committee, September 11, 2013 (#4)
IV.C.5-7 – District Budget Committee Charter
IV.C.5-8 – Adopted District Financial Accountability Measures, October 22, 2013
IV.C.5-9 – Board Rule 4001: Legal Counsel, November 14, 2001
IV.C.5-10 –
IV.C.5-11 –
IV.C.5-12 –
IV.C.5-13 –
IV.C.5-14 –
IV.C.5-15 –
IV.C.5-16 –

**IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**Evidence of Meeting the Standard**

Chapter Six of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.
a. The duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules which are published on the LACCD website http://laccd.edu/Board/Pages/Board-Rules.aspx. (IV.C.6-1 BR 2100-2607.15 and BR 2900-2902)

- **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
- **Article II – Officers** – delineates the office of president, vice president, president pro tem, and secretary of the Board.
- **Article III – Duties of the Board of Trustees** - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.
- **Article VII – Use of Flags** - provisions thereof.
- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.
- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

**Analysis and Evaluation**

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General under the supervision of the Chancellor and the Board. The District meets this Standard.

**Evidence**

IV.C.6-1 – BR 2100-2607.15 and BR 2900-2902
IV.C.6-2 – BR 21000-21010

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

**Evidence of Meeting the Standard**
The Board of Trustees is aware of, and compliant with, its policies and bylaws. Board goals are reviewed and updated annually during the Board’s yearly retreat. In addition, Board rules and procedures are regularly reviewed and updated under the guidance of the Chancellor, the Office of General Counselor, and the Chancellors executive staff.

a. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. (IV.C.7-1 BoT agenda 6/18/15; IV.C.7-2 BoT agenda 6/13/15)

b. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor’s Directive 70. (IV.C.7-3 Chancellor’s Directive 70) Board rules are adopted, amended or repealed by the Board of Trustees in accordance with Board Rule 2418. (IV.C.7-4 BR 2418) Administrative Regulations are issued under the authority of the Chancellor. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards.

c. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. (IV.C.7-5 Administrative Regulation C-12) Rules and regulations are assigned, by subject area, to a member of the Chancellor’s executive team who assumes responsibility for their triennial review. (IV.C.7-6 Board Rule Review Schedule 2015; IV.C.7-7 Admin Regs Review Schedule 2015) Regulations are coded by a letter prefix which corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Regs”) and Student Regulations (“S-Regs”) are under the purview of the Educational Programs and Institutional Effectiveness division.

d. Periodic review is facilitated by the Office of General Counsel (OGC), which also maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. (IV.C.7-8 Admin Reg Rev Form Template; IV.C.7-9 E-97 review and comment)

e. During the 2014-15 academic year, twenty-eight Educational Services regulations were reviewed and updated. (IV.C.7-10 Admin Regs Review Schedule 2015; IV.C.7-11 E-110 Confirmed Review, 4/22/15)

f. Board Rule revisions are internally consulted prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. (IV.C.7-12 BR6700 Consultation memo)

Analysis and Evaluation
Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both LACCD administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District meets this Standard.

Evidence

IV.C.7-1 – BoT agenda 6/18/15
IV.C.7-2 – BoT agenda 6/13/15
IV.C.7-3 – Chancellor’s Directive 70
IV.C.7-4 – BR 2418
IV.C.7-5 – Administrative Regulation C-12
IV.C.7-6 – Board Rule Review Schedule 2015
IV.C.7-7 – Administrative Regs Review Schedule 2015
IV.C.7-8 – Admin Reg Rev Form Template
IV.C.7-9 – E-97 review and comment
IV.C.7-10 – Admin Regs Review Schedule 2015
IV.C.7-11 – E-110 Confirmed Review, 4/22/15
IV.C.7-12 – BR6700 Consultation memo

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS).

The Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon”, (IV.C.8-1 BR 2605.11). Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval.

a. The Board reviews and approves colleges’ academic quality and institutional plans annually (IV.C.8-2 BoT agenda 11/19/14). (IV.C.8-3 IESS Min 11/20/13; IV.C.8-4 IESS Min 12/4/13; IV.C.8-5 BoT agenda 3/11/15; IV.C.8-6 BoT agenda 4__/15; IV.C.8-7 BoT agenda 5/13/15) The Board participates in an annual review and analysis of the State’s Student Success Scorecard. (IV.C.8-8 BoT minutes, 8/2014; IV.C.8-9 BoT agenda
6/24/15) It also reviews and approves the colleges’ Educational and Strategic Master Plans every five years, or sooner if requested by the college. (IV.C.8-10 BoT 1/26/14; IV.C.8-11 BoT/IESS agenda 2/26/14; IV.C.8-12 IESS 9/17/14; IV.C.8-13 BoT meeting 12/17/14; IV.C.8-14 BoT agenda, 3/11/15)

b. The Board annually reviews student awards and transfers to four-year colleges and universities. (IV.C.8-15 IESS 1/29/14; IV.C.8-16 IESS agenda and minutes 3/26/14; IV.C.8-17 BoT certificate report and degree reports, 3/26/14; IV.C.8-18 Certificates Attached to Degrees, Summary by College, April 29, 2014; IV.C.8-19 BoT agenda & minutes, 3/26/15)

c. The Board reviews students’ perspectives on learning outcomes as a part of the District’s biennial Student Survey (IV.C.8-21 Survey Question 25; IV.C.8-22 Survey Question 25 results; IV.C.8-23 presentation of survey results, 6/25/15)

d. In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. (IV.C.8-24 BoT agenda, 6/10/15; IV.C.8-25 IEPI PPT, 6/10/15)

e. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. (IV.C.8-26 BoT minutes 3/28/13; IV.C.8-27 IESS 9/25/13; IV.C.8-27 BOT agenda, 3/11/2015)

f. In Fall 2015, the Board revised Board Rule 6300 to expressly affirm the District’s commitment to integrated planning in support of institutional effectiveness and support. (IV.C.8-29 BoT agenda - TBD)

**Analysis and Evaluation**

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and academic quality.

The Board’s level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

**Evidence**

IV.C.8-1 – BR 2605.11
IV.C.8-2 – BoT agenda 11/19/14
IV.C.8-3 – IESS Min 11/20/13
IV.C.8-4 – IESS Min 12/4/13
IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the President of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

a. The Board has had a formal orientation policy since 2007. (IV.C.9-1 Board Rule 2105) There are also long-standing procedures for the orientation of the Student Trustees. (IV.C.9-2 Orientation procedures for new Student Trustee) All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. (IV.C.9-3 BoT agendas, 6/4/15 and 6/18/15)

b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. (IV.C.9-4 BoT detailed orientation agenda and packet, 6/4/15; IV.C.9-5 and BoT detailed orientation agenda and packet 6/18/15) Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. (IV.C.9-6 Brown Act PPT)

c. A comprehensive Board development program was enacted in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives. (IV.C.9-7 Agenda, minutes & handouts from 1/20/10, IV.C.9-8 Agenda, minutes & handouts from 12/10/10-12/11/10, IV.C.9-9 Agenda, minutes & handouts from 8/25/11-8/26/11, IV.C.9-10 Agenda, minutes & handouts from 4/19/12, IV.C.9-11 Agenda, minutes & handouts from 9/24/12, IV.C.9-12 Agenda, minutes & handouts from 11/13/12, IV.C.9-13 Agenda, minutes & handouts from 3/19/13, IV.C.9-14 Agenda, minutes & handouts from 10/22/13, IV.C.9-15 Agenda,
d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. (IV.C.9-19 Board Rule 2300.10 Code of Ethical Conduct). Board rules were further revised to facilitate member training, conference attendance, and educational development. (IV.C.9-20 BR 2105 revision, January 16, 2013)

e. All Trustees complete the online ACCJC Accreditation Basics training. (IV.C.9-21 ACCJC training certificates from 2013-2014) New Trustees conclude the training within three months after taking office.

f. Trustee elections are held on a staggered basis, with members serving four-year terms. (IV.C.9-22 BR 2102) An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Chapter II Article X. (IV.C.9-23 BR 21000)

### Analysis and Evaluation

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. While there is no formal guarantee of continuity of leadership, the staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

### Evidence

- IV.C.9-1 – Board Rule 2105: Orientation (#10)
- IV.C.9-2 – Orientation procedures for new student trustees
- IV.C.9-3 – BoT agendas, 6/4/15 and 6/18/15
- IV.C.9-4 – BoT detailed orientation agenda and packet, 6/4/15
- IV.C.9-5 – BoT detailed orientation agenda and packet, 6/18/15
- IV.C.9-6 – Brown Act PPT
- IV.C.9-7 Agenda, minutes & handouts from 1/20/10
- IV.C.9-8 Agenda, minutes & handouts from 12/10/10-12/11/10
- IV.C.9-9 Agenda, minutes & handouts from 8/25/11-8/26/11
- IV.C.9-10 Agenda, minutes & handouts from 4/19/12
- IV.C.9-11 Agenda, minutes & handouts from 9/24/12
- IV.C.9-12 Agenda, minutes & handouts from 11/13/12
- IV.C.9-13 Agenda, minutes & handouts from 3/19/13
- IV.C.9-14 Agenda, minutes & handouts from 10/22/13
IV.C.9-15 Agenda, minutes & handouts from 8/23/14
IV.C.9-16 BoT Goal Report 2014, 8/28/14
IV.C.9-17 Agenda, minutes & handouts from 12/10/14
IV.C.9-18 Agenda, minutes & handouts from 6/13/15
IV.C.9-19 – Board Rule 2300.10 Code of Ethical Conduct
IV.C.9-20 – BR 2105 revision, January 16, 2013
IV.C.9-21 – ACCJC training certificates from 2013-2014
IV.C.9-22 – BR 2102
IV.C.9-23 – BR 21000

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

**Evidence of Meeting the Standard**

This standard is under construction pending BoT evaluation results for 2014-15

**Analysis and Evaluation**

**Evidence**

IV.C.10-1 – Board Rule 2301.10: Board Self-Evaluation, October 17, 2007 (#6)
IV.C.10-2 – Board of Trustees meeting minutes, February 6, 2013
IV.C.10-3 – Board of Trustees Goal Statements 2013-14, October 22, 2013 (#5 from 4C9)
IV.C.10-4 – Board of Trustees special meeting minutes, March 13, 2014 (#3)
IV.C.10-6 – Board of Trustees Retreat Handouts, August 23, 2014 (#3 from 4C9)
IV.C.10-7 – Special Meeting Board Leadership and Planning Session, August 23, 2014 (#4 from 4C9)
IV.C.10-8 – Board of Trustees special meeting minutes, December 10, 2014

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

**Evidence of Meeting the Standard**
The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. (IV.C.11-1 BR 1400 Conflict of Interest Code). Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement.

a. Board Rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. (IV.C.11-2 BR 2300.10 and 2300.11)

b. Trustees completed conflict of interest training in 2013 and received certificates verifying completion. (IV.C.11-3 Ethics Certificates 2013) Incoming Trustees are trained on the District’s conflict of interest policy at their orientations (see Standard IV.C.9).

c. The LACCD’s electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District’s General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. (IV.C.11-4 completed conflict of interest forms)

**Analysis and Evaluation**

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee. The District meets this Standard.

**Evidence**

IV.C.11-1 – Board Rule 14000: Conflict of Interest Code, Los Angeles Community College District (#3)
IV.C.11-2 – Board Rule 2300.10: Statement of Ethical Values and Code of Ethical Conduct (#2)
IV.C.11-3 – Board Rule 2300.11: Trustee Sanctions (#2)
IV.C.11-4 – Public Service Ethics Education Online Proof of Participation Certification, June 2013 – October 2013 (#1)

**IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

The Board of Trustees delegates full authority to the Chancellor, who in turn has responsibility for oversight of District operations and the autonomy to make decisions
without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

a. Board Rules authorize the Chancellor to adopt and implement administrative regulations. (IV.C.12-1 Board Rule 2902) The Board recognizes “that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.” (IV.C.12-2 Board Rule 2300.10)

b. In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced on a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]...the importance of using official channels of communication through the Chancellor or assigned designee.” (IV.C.12-3 Spring 2013 Evaluation Team Report; June 2013 ACCJC letter).

c. The District has procedures for responding to Board member requests. When inquiries are made before, during, or after a meeting, the Board’s Assistant Secretary formalizes the request in a memo to the Deputy Chancellor’s office, which in turn, enters it into their tracking system. Responses are then provided to all members via the Board Letter prior to each meeting. (IV.C.12-4 Board letter 5/27/15 and others)

d. In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable through annual evaluations (see Standard IV.C.3). (IV.C.12-5 Chancellor’s Directive 122) The Board may solicit input from various constituents, typically including College Presidents, District Senior Staff, Academic Senate presidents and Union representatives. The Chancellor’s performance evaluation also takes into account the Chancellor’s self-evaluation, as well as attainment of his or her stated goals. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3). (IV.C.12-6 BoT agenda, 6/13/15)

**Analysis and Evaluation**

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. The District meets this Standard.

**Evidence**

IV.C.12-1 – Board Rule 2902  
IV.C.12-2 – Board Rule 2300.10
IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

This standard is being held for additional evidence pending the Board’s annual meeting (currently scheduled for August 15)

**Evidence of Meeting the Standard**

**Analysis and Evaluation**

**Evidence**

4C13-1 – Accreditation and Trustee Roles and Responsibilities, October 22, 2013 (#12)
4C13-4 – Accreditation Reporting Recap 2012-2016, February 25, 2015 (#2)
4C13-5 – IESS committee minutes, August 21, 2013 (#13)
4C13-6 – IESS committee minutes and visit to Los Angeles Southwest College, December 9, 2014 (#7)
4C13-7 – IESS committee minutes and visit to Los Angeles Harbor College, December 11, 2014 (#3)
4C13-8 – IESS committee minutes and visit to West Los Angeles College, December 9, 2014 (#6)
4C13-9 – Board of Trustees special meeting minutes, December 10, 2014 (#5).
IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership

a. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District’s website and distributed at campus and District meetings. The Chancellor’s newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities. (IV.D.1-1 Synergy newsletters 2014-2015); (IV.D.1-2 District Accreditation newsletters, 2014-2015)

b. The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor’s Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. (IV.D.1-3 Chancellor Cabinet agendas); (IV.D.1-4 Presidents Council agendas)

c. The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents. (IV.D.1-5 Chancellor retreat agendas, 2014)
d. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. (IV.D.1-6 WLAC College President Job Description, 2015)

e. The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate’s annual summits. (IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8 Agendas from DAS Summits, 2013-2015)

f. The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District’s Strategic Plan goals. IV.D.1-9 DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-10 Chancellor Budget Recs, 8/26/15)

g. In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. (IV.D.1-11 WLAC Press Release announcing interim President, 6/25/15)

Clear Roles, Authority and Responsibility

h. The Los Angeles Community College District participated in the ACCJC’s multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further “…develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement.” In response, the District renewed its dedication to, and focuses on, these activities. (IV.D.1-12 ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7)
i. In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified. (IV.D.1-13 LACCD District/College Functional Area map, 2008)

j. In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 Districtwide committee and council descriptions also were updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined. (IV.D.1-14 LACCD Governance and Functions Handbook, 2010); (IV.D.1-15 Committee Description template); (IV.D.1-16 College governance handbook template)

k. In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division. (IV.D.1-17 LACCD Governance and Functions Handbook, 2013)

l. In Fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2). (IV.D.1-18 ESC 2014 Program Reviews); (IV.D.1-19 Draft Functional Area maps 2015)

m. With the endorsement of the Chancellor and support from the District’s Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC’s leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the Fall 2015 semester. (IV.D.1-20 LACCD Governance and Functions Handbook, 2015)
n. In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases. (IV.D.1-21 SIS maps)

**Analysis and Evaluation**

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC’s revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges’ roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District’s Governance and Functions Handbook as part of the District’s regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

**Evidence**

IV.D.1-1 – Synergy newsletters 2014-2015
IV.D.1-3 – Chancellor’s Cabinet agendas
IV.D.1-4 – Presidents Council agendas
IV.D.1-5 – Chancellor retreat agendas, 2014
IV.D.1-6 – WLAC college president Job Description, 2015
IV.D.1-7 – Agendas from DAS Consultation Meetings with Chancellor, 2014-2015
IV.D.1-8 – Agendas from DAS Summits, 2013-2015
IV.D.1-9 – DBC Minutes, 7/15/15 and 8/13/14
IV.D.1-10 – Chancellor Budget Recommendations, 8/26/15
IV.D.1-11 – WLAC Interim President Press Release, 6/25/15
IV.D.1-13 – District/College Functional map, 2008
IV.D.1-14 – LACCD Governance and Functions Handbook, 2010
IV.D.1-15 – Committee Description template
IV.D.1-16 – College Governance and Functions Handbook template
IV.D.1-18 – ESC 2014 Program Reviews
IV.D.1-19 – Draft Functional Area maps 2015
IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

**Evidence of Meeting the Standard**

a. In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. (IV.D.2-1 1998 decentralization policy)

**Delineation of Responsibilities and Functions**

b. Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as District-wide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015. (IV.D.2-2 District Functional Area maps, 2015); (IV.D.2-3 Functional Area map review request email)

**Effective and Adequate District Services**

c. The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are
organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. (IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57)

• **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

• **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

• **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

• **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

• **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

• **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

• **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.
The Personnel Commission is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

d. Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSO’s) as part of unit planning. In Fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. (IV.D.2-5 DOSO evaluations, 2008-2009); (IV.D.2-6 DOSO evaluations 2011-2012)

e. Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges’ missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District’s colleges. (IV.D.2-7 Fall 2014 Accreditation Newsletter “ESC Begins Revitalized Program Review Cycle”); (IV.D.2-8 Program Review workshop agendas, 2014); (IV.D.2-9 Program Review Template, 2014)

f. An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks. (IV.D.2-10 2014 ESC Services Surveys)

g. As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. (IV.D.2-11 2014 ESC Services Survey Analyses); (IV.D.2-12 Program Review Update PPT, 2/20/15); (IV.D.2-13 Draft ESC Program Review Manual, 10/1/15)

Allocation of Resources
h. The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. (IV.D.2-14 Budget Allocation Mechanism, 2012); (IV.D.2-15 Financial Accountability Measures, 2013); (IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15); (IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15)

**Analysis and Evaluation**

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges’ adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. The District meets this Standard.

**Evidence**

IV.D.2-1 – 1998 decentralization policy
IV.D.2-2 – District Functional Area maps, 2015
IV.D.2-3 – Functional Area map review request email
IV.D.2-5 – DOSO evaluations 2008-2009
IV.D.2-6 – DOSO evaluations 2011-2012
IV.D.2-7 – Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”
IV.D.2-8 – Program Review workshop agendas, 2014
IV.D.2-9 – Program Review Template, 2014
IV.D.2-10 – 2014 ESC Services Surveys
The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard

Allocation and Reallocation of Resources

a. The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. (IV.D.3-1 DBC webpage screenshot, 8/2015)

b. In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. (IV.D.3-2 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model)

c. In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. (IV.D.3-3 DBC minutes 5/18/11)
d. Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:
   - Phase I increased colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
   - Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. (IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012)

e. The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded. (IV.D.3-5 BOT Agenda, BF4, 6/13/12); (IV.D.3-6 District Budget Allocation Evaluation)

f. The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents’ performance and evaluation to college budgeting and spending. (IV.D.3-7 BOT agenda BF4, Financial Accountability Measures, 10/9/13)

g. The District’s adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board’s Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support. (IV.D.3-8 FAC meeting minutes 6/13/12)

**Effective Control Mechanisms**

h. The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. (IV.D.3-9 2014-15 Quarterly Projections)

i. College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

j. The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and
targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

k. Each college president is responsible for the management of his or her college’s budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college’s mission (see Standard IV.D.2).

(IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13)

**Analysis and Evaluation**

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State’s recent financial crisis. The District meets this Standard.

**Evidence**

IV.D.3-1 – DBC webpage screenshot, August 2015
IV.D.3-2 – BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
IV.D.3-3 – DBC minutes 5/18/11
IV.D.3-4 – ECDBC Budget Allocation Model Recommendation, Jan 2012
IV.D.3-5 – BOT agenda, BF4, 6/13/12
IV.D.3-6 – District Budget Allocation Evaluation
IV.D.3-7 – BOT agenda, BF4, Financial Accountability Measures, 10/9/13
IV.D.3-8 – FAC minutes 6/13/12
IV.D.3-9 – 2014-15 Quarterly Projections

**IV.D.4** The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college’s performance by the Chancellor, the Board, and the communities they serve.

**Evidence of Meeting the Standard**

a. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full
authority in the selection and evaluation of their staff and management team. (IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15)

b. The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. (IV.D.4-2 College president Self Evaluation packet); (IV.D.4-3 BOT agendas w/President evaluations, 2011-2014)

c. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “…review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.” (IV.D.4-4 BOT Agenda BF2, 10/9/13)

d. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. (IV.D.4-5 Chancellor Functional Area map, 2015)

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this Standard.

Evidence List

IV.D.4-1 – HR Guide R-110 Academic Administrator Selection, 7/31/15
IV.D.4-2 – College president Self Evaluation packet
IV.D.4-3 – BOT agendas w/President evaluations, 2011-2014
IV.D.4-4 – BOT agenda BF2, 10/9/13
IV.D.4-5 – Chancellor Functional Area map, 2015

**IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

College strategic plans are integrated with the District Strategic Plan (DSP), *Vision 2017*, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities.

**Evidence of Meeting the Standard**

**District Strategic Plan, Planning Integration**

a. LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District’s Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015. (IV.D.5-1 LACCD Integrated Planning Manual, 2015)

b. DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges’ annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion. (IV.D.5-2 college effectiveness report template); (IV.D.5-3 IESS cmte agenda on IE rpts)

c. College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board’s annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. (IV.D.5-4 BOT annual Goal setting agenda and materials, 8/19/15); (IV.D.5-5 DPAC agenda 6/26/15); (IV.D.5-6 DPAC agenda, 8/28/15)

d. The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college
technology planning. (IV.D.5-7 District Technology Strategic Plan, 3/9/11); (IV.D.5-8 District Technology Implementation Plan, 3/21/13)

e. District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees. (IV.D.5-9 SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-10 SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-11 SSI Steering Committee Minutes, 8/22/14); (IV.D.5-12 SIS operational steering committee agendas, minutes)

f. Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board’s Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. (IV.D.5-13 Quarterly College FTES meetings, 2014-2015); (IV.D.5-14 Quarterly enrollment reports to DBC); (IV.D.5-15 Quarterly enrollment reports to BFC); (IV.D.5-16 Budget Allocation Model, 2012 amendment)

Planning Evaluation

g. Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
   • The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
   • District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
   • The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
   • Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. (IV.D.5-17 DPAC agendas, June-Aug 2015); (IV.D.5-18 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-19 IEPI 2015-16 Goals Framework, 5/27/15)
**Analysis and Evaluation**

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for Districtwide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a districtwide basis. The District meets this Standard.

**Evidence**

IV.D.5-2 – College Effectiveness Report template
IV.D.5-3 – IESS Committee agendas on IE report approval, 2012-2015
IV.D.5-4 – BOT annual goal setting agenda and materials, 8/19/15
IV.D.5-5 – DPAC agenda, 6/26/15
IV.D.5-6 – DPAC agenda, 8/28/15
IV.D.5-7 – District Technology Strategic Plan, 3/9/11
IV.D.5-8 – District Technology Implementation Plan, March, 3/21/13
IV.D.5-9 – SSSP new DEC service categories PowerPoint, 2014
IV.D.5-10 – SSSP Counselor Training PowerPoint, 2014
IV.D.5-11 – SSI Steering Committee Minutes, 8/22/14
IV.D.5-12 – SIS operational steering committee agendas and minutes
IV.D.5-14 – Quarterly enrollment reports, DBC
IV.D.5-15 – Quarterly enrollment reports, BFC
IV.D.5-16 – Budget Allocation Model, 2012 amendment
IV.D.5-17 – DPAC agendas, June-Aug 2015
IV.D.5-18 – BOT Agenda 9/2/15
IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

**Evidence of Meeting the Standard**

a. In total, the District has 46 districtwide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. (IV.D.6-1 Screenshot of District Intranet of Councils and Committees)

b. **Seven Districtwide Executive Administrative Councils** meet monthly: (1) Chancellor’s Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff’s Oversight Committee. (IV.D.6-2 Districtwide Executive Administrative Councils 2015 update)

c. The **Councils of Academic Affairs, Student Services, and the District Administrative Council** are responsible for the review and study of districtwide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor’s Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. (IV.D.6-3 Chancellor’s Directive 70)

d. **Four District-level Governance Committees** meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor’s Cabinet. (IV.D.6-4 District-level Governance committee 2015 update)

e. In 2013, the governance committees agreed to a common format for their webpages. Each committee’s webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and
resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. (IV.D.6-5 District-level Governance Committee webpage screenshot)

c. **Sixteen Operational Committees** meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. (IV.D.6-6 District Coordinating Committees 2015 update); (IV.D-7 Sample email of report to list serve)

d. **Five Academic Initiative Committees** coordinate Districtwide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. (IV.D-8 District Academic Initiative Committees, 2015 update)

e. **Information Technology** maintains **78 active list serves**. These list serves include the Districtwide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. (IV.D.6-9 District List serve list)

f. In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. (IV.D.6-10 sample BOT agenda email)

g. **Policy changes** are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District’s website. (IV.D.6-11 OGC Board Rule & Admin Reg Revision Notices, July-August 2015)

h. The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District’s new student records system. (IV.D.6-12 LACCD newsletters); (IV.D.6-13 Chancellor bulletins); (IV.D.6-14 Accreditation newsletters); (IV.D.6-15 Diversity newsletters); (IV.D.6-16 SIS
newsletters); (IV.D.6-17 Wellness newsletters); (IV.D.6-18 Bond Program newsletters); (IV.D.6-19 SIS forum PowerPoint)

i. The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. (IV.D.6-20 Chancellor weekly email updates)

j. The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. (IV.D.6-21 DAS Communication, 2014-15)

k. In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District. (IV.D.6-22 Web redesign meeting, 10/13/11)

Analysis and Evaluation

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District’s revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District’s sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District’s new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed districtwide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. The District meets this Standard. (IV.D.5-23 Districtwide Communication PPT, 9/25/15)
Evidence

IV.D.6-1 – Screenshot of District Intranet of Councils and Committees
IV.D.6-2 – Districtwide Executive Administrative Councils 2015 draft update
IV.D.6-3 – Chancellor’s Directive 70
IV.D.6-4 – District-level Governance committee 2015 update
IV.D.6-5 – District-level Governance committee webpage screenshot
IV.D.6.6 – District Coordinating Committees 2015 update
IV.D.6-7 – Sample email report to list serve (i.e. childcare, financial aid)
IV.D.6-8 – District Academic Initiative Committees, 2015 update
IV.D.6-9 – District List serve list
IV.D.6-10 – Sample BOT agenda email
IV.D.6-11 – OGC Board Rule and Admin Regs Revision Notices, July-August 2015
IV.D.6-12 – LACCD newsletters
IV.D.6-13 – Chancellor Bulletins
IV.D.6-14 – Accreditation newsletters
IV.D.6-15 – Diversity newsletters
IV.D.6-16 – SIS newsletters
IV.D.6-17 – Benefits and wellness newsletters
IV.D.6-18 – Bond Program newsletters
IV.D.6-19 – SIS forum PowerPoints
IV.D.6-20 – Chancellor weekly email updates
IV.D.6-21 – DAS Communication, 2014-15
IV.D.6-22 – Web redesign meeting, 10/13/11
IV.D.6-23 – Districtwide Communication PPT, 9/25/15

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard

Governance and Decision-Making Assessment, Effectiveness and Communication

a. In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring
b. The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District’s stated mission. (IV.D.7-3 2012 District Governance Survey Tool); (IV.D.7-4 2015 District Governance Survey Tool)

c. The District’s Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred and the IE unit has restarted its survey and evaluation cycle and recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC’s 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board’s Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement. (IV.D.7-5 2012 District Governance Assessment Report and Action Plan); (IV.D.7-6 2010, 2012, 2014 District-level Governance and Decision-making Assessment Comparison Report, 8/28/15); (IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8 Proposed Governance Committee Evaluation Process and Timeline, 8/28/15); (IV.D.7-9 DPAC Proposed Work Plan 2015-2016, 8/28/15)

d. In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee’s accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online,
and that they are used to inform committees’ work plans. (IV.D.7-10 Districtwide Committee Self-Evaluation form); (IV.D.7-11 DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-12 DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-13 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-14 TPCC self-evaluation 2011-2015, 8/2015)

e. Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor’s Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

f. The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor’s Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015. (IV.D.7-15 Updated District Council and Committee list, 9/2/15)

Analysis and Evaluation

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle. (IV.D.7-16 Governance Evaluation Timeline, 8/27/15); (IV.D.7-17 District Effectiveness Cycle, TBD)

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee’s expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. The District meets this Standard. (IV.D.7-18 DPAC 2015-16 Work Plan); (IV.D.7-19 Updated DPAC Charter, 2015)

Evidence

IV.D.7-1 – 2009-10 District Governance Survey Tool
IV.D.7-2 – 2010 District Governance Assessment Report, 2/26/10
IV.D.7-3 – 2012 District Governance Survey Tool
IV.D.7-4 – 2015 District Governance Survey Tool
IV.D.7-5 – 2012 District Governance Assessment Report and Action Plan
IV.D.7-6 – 2010, 2012, 2014 District-level Governance and Decision-making Assessment
Comparison Report, 8/28/15
IV.D.7-7 – 2014-15 District-level Governance and Decision-making Assessment Report by
College and Analysis by Role, 8/28/15
IV.D.7-8 – Proposed Governance Committee Evaluation Process and Timeline, 8/28/15
IV.D.7-9 – DPAC Proposed Work Plan 2015-2016, 8/28/15
IV.D.7-10 – Districtwide Committee Self-Evaluation form
IV.D.7-11 – DBC self-evaluation 2012-2014
IV.D.7-12 – DPAC self-evaluation 2012-2014
IV.D.7-13 – JLMBC self-evaluation 2011-2012
IV.D.7-14 – TPCC self-evaluation 2011-2012, 7/19/12
IV.D.7-15 – Draft District Council and Committee list, 9/2/15
IV.D.7-16 – Governance Evaluation Timeline, 8/27/15
IV.D.7-17 – District Governance Cycle, TBD
IV.D.7-18 – DPAC 2015-16 Work Plan
IV.D.7-19 – Updated DPAC Charter, 2015
H. Quality Focus Essay
I. Changes and Plans Arising out of the Self Evaluation Process
Appendix A: Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

_____ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

_____ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

_____ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Standards and Performance with Respect to Student Achievement

Evaluation Items:

_____ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement
performance for measurement have been determined as appropriate to the institution’s mission.

_____ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

_____ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

_____ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Credits, Program Length, and Tuition

Evaluation Items:
Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Conclusion Check-Off (mark one):

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

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Transfer Policies

Evaluation Items:

Transfer policies are appropriately disclosed to students and to the public.

Policies contain information about the criteria the institution uses to accept credits for transfer.
_____ The institution complies with the Commission Policy on Transfer of Credit. [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

**Distance Education and Correspondence Education**

**Evaluation Items:**

_____ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

_____ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

_____ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

_____ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

_____ The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.
Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Student Complaints

Evaluation Items:

_____ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

_____ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

_____ The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

_____ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

_____ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

Conclusion Check-Off (mark one):
The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

**Conclusion Check-Off (mark one):**

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

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):
Title IV Compliance

Evaluation Items:

_____ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

_____ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

_____ The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

_____ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

_____ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

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

Conclusion Check-Off:

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):