ADDENDUM

LOS ANGELES COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS
COMMITTEE
Educational Services Center
Board Room
770 Wilshire Boulevard
Los Angeles, CA 90017
Wednesday, May 24, 2017
4:45 p.m. – 6:15 p.m.

Committee Members
Andra Hoffman, Chair
Sydney K. Kamlager, Vice Chair
Nancy Pearlman, Member
Ryan M. Cornner, Staff Liaison
James M. Limbaugh, College President Liaison
Renee D. Martinez, College President Liaison Alternate

Agenda
(Items may be taken out of order)

I. ROLL CALL

II. PUBLIC SPEAKERS*

III. REPORTS
   A. Accreditation Update (Los Angeles Southwest College)
   B. Resolution in Support of Undocumented Students and Privacy Rights of All
   C. LACCD Student Application Process
   D. District Strategic Plan Update

IV. FUTURE INSTITUTIONAL EFFECTIVENESS & STUDENT SUCCESS COMMITTEE MEETING DATES

V. NEW BUSINESS

VI. SUMMARY – NEXT MEETING.......................... Andra Hoffman

VII. ADJOURNMENT

*Members of the public are allotted three minutes time to address the agenda issues.
If requested, the agenda shall be made available in appropriate alternate formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. Section 12132), and the rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, for whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. To make such a request, please contact the Executive Secretary to the Board of Trustees at 213/891-2044 no later than 12 p.m. (noon) on the Tuesday prior to the Committee meeting.
Responding to Accreditation Recommendations

LOS ANGELES SOUTHWEST COLLEGE

Presentation to the
Los Angeles Community College Board of Trustees
Institutional Effectiveness & Student Success Committee

Dr. Lawrence Bradford, Vice President Academic Affairs
Dr. Ralph Davis, Accreditation Faculty Co-Chair/Chair of Counseling
Alfred Gallegos, Dean of Institutional Advancement
Dr. Denise Noldon, President

May 24, 2017
### Recommendation Response

#### Status Updates

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<td>- Institutional Plans and processes</td>
<td>- Follow library procedures</td>
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<td>- Learning Outcomes</td>
<td>- Collection development process</td>
<td>- Student Satisfaction data</td>
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<td>- Deficit and Allocation Model</td>
<td>- Plans of action to improve services offered</td>
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<td>- Evaluating contracted services</td>
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<td>- Assess counseling services</td>
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<td>- Student Services hours of operation and counselor availability</td>
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<td>- Student Learning Outcomes and administrator evaluations</td>
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<tr>
<td>- Continue to complete staff evaluations</td>
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<td>- Increase number of administrators and staff</td>
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<td>- “Essential” professional development for all faculty; with equitable funding</td>
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COUGARS IN ACTION
Los Angeles Southwest College

Follow-up Report

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

Date Submitted
To: Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Denise F. Noldon, Ph.D.
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Denise F. Noldon, Ph.D.               Date
Interim President

Scott J. Svonkin               Date
President, Board of Trustees, Los Angeles Community College District

Francisco C. Rodriguez, Ph.D.               Date
Chancellor, Los Angeles Community College District

Lawrence Bradford, Ed.D.               Date
Accreditation Liaison Officer
Ralph Davis, Ed.D.                  Date
Faculty Accreditation Chair

Alfred Gallegos                  Date
Dean, Institutional Advancement

President, Academic Senate       Date

Sandra Lee, Ph.D.               Date
LASC Chapter President, AFT Faculty Guild 1521

Cassandra Walker                Date
Chair, AFT College Staff Guild 1521A

President, Associated Students Organization Date
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Report Preparation

To meet the standards and to address deficiencies identified in the Commission action letter submitted to Los Angeles Southwest, and dated July 8, 2016, the College developed a Tri-Chair model and formed Accreditation Recommendation Response Teams (A2RT). Invitation to join the response teams was initiated via campus wide email announcements (see Appendix A). Fall 2016 Flex Day also served as a catalyst to addressing concerns from the Commission; the theme for that event was “Accreditation: Through collaboration we can build success.” All faculty and staff in attendance were invited to join A2RT. The Tri-Chairs model places one classified staff member, one faculty, and one administrator in charge of an A2RT. Seven response teams were formed to address each of the compliance recommendations.

On October 26, 2016 the LASC Accreditation Tri-Chairs and A2RTs met to discuss how the College would address accreditation recommendations from the Commission. Among the activities discussed at that meeting included description of an Accreditation Recommendation Action Plan template that A2RTs would use to collect information about how the College was addressing deficiencies identified by the Commission; instruction on how to collect and the process for storing evidence; a timeline for completion accreditation activities was also reviewed and discussed. A second – major – Tri-Chairs/A2RT meeting was held on December 12, 2016, but A2RTs were mostly independent in their collection of
evidence. Subsequent Tri-Chairs/A2RT meetings were held for accreditation update purposes.

The Los Angeles Southwest College Follow-up Report was prepared by the A2RTs; the Dean of Institutional Advancement was responsible for collating the work of the response teams. Drafts of the Follow-up Report were shared with A2RTs, various shared participatory committees at both the College and the District. The document before you shows a commitment by Los Angeles Southwest College to ensure an integrated approach to accreditation and, more importantly, meeting the needs of the College community including its students, staff, faculty, administrators, and the community of South Los Angeles.
Response to Commission Action Letter

Los Angeles Southwest College

Recommendations
Response to Commission Action Letter

Recommendation 1.
In order to meet the criteria for standards pertaining to institutional effectiveness, resources, and decision-making, the Team recommends that the College implement a systematic, sustained and integrated planning and resource allocation process that results in the improvement of student learning and student achievement. To implement this process this process the Team recommends that the College:

1. Review and revise its Mission to include the types of degrees and other credentials offered by the College and then aligns its planning, data collection, decision-making, and resource allocation process with the revised Mission. (I.A.1)

2. Build on the progress it has made in the last four years by: completing its Educational, Facilities and Technology Master Plans, (to include Distance Education); refining, implementing, and systematically assessing these and other institution wide plans and processes, such as comprehensive program review and the Integrated College Operational Plan; and assessing the overall effectiveness of its integrated planning process. (I.A.2, I.B.1, I.B.6, I.B.7, I.B.9, II.A.13, II.A.16, II.B.3, III.C.1, III.C.2, III.C.5, ER11, ER 19)

3. Complete the implementation of Student Learning Outcomes to include developing and implementing an ongoing cycle for assessing course, program, and institutional SLOs, student services, library and learning support services, and administrative unit outcomes and tracking the status of implementation of this cycle. (I.A.2, I.B.2, I.B.3, I.B.6, I.B.7, II.A.3, II.A.7, II.B.3, II.C.2, III.A.6, IV.A.1, ER11)

4. Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model to ensure fiscal stability and the ability to fulfill the College’s Mission by adequately meeting the needs of instruction, student services and operations. (I.A.3, I.B.7, III.A.7, III.D.1, III.D.4, III.D.15, IV.C.5, ER18)

5. Develop an integrative and comprehensive planning process guided by an updated Educational Master Plan and Strategic Plan that incorporates Total Cost of Ownership in the following areas: technology, business continuity, disaster recovery, and physical plant. (I.A.3, III.B.2, III.C.2, III.C.3)

Actions Taken to Resolve College Recommendation 1:

1. Review and revise its Mission
On March 3, 2016, the Strategic Planning Committee (SPC) began to discuss the need to update the College’s Mission statement [Rec1.1]. On April 13, 2016, the SPC convened the Mission Review Taskforce (MRT) [Rec1.2]. And on April 29, 2017, the MRT came together to review and revise the Mission. The taskforce drafted a Mission statement that included the types of degrees and other credentials offered by the college, and recommended that the College adopt the revised Mission statement [Rec1.3]. Subsequently, SPC, Educational Planning Committee, College Council, Academic Senate, [Rec1.4] the Board of Trustees Institutional Effectiveness & Student Success subcommittee [Rec1.5], and the Los Angeles Community College District (LACCD) Board of Trustees approved the revised Mission [Rec1.6]. To align planning, data collection, decision-making, and resource allocation processes with the revised Mission, the College updated its Participatory Decision Making and Integrated Planning Handbook [Rec1.7] and the College’s Strategic Plan (SP) [Rec1.8].

(2) Complete Educational, Facilities and Technology Master Plans; refining, implementing, and systematically assessing these and other institution wide plans and processes

On March 29, 2016 a Master Plan Kickoff Meeting was held and the process for development of the Educational Master Plan (EMP) was discussed. The Strategic Planning Goals (SPG) were reviewed, as was the College Mission, and data (including student demographics, labor market information, enrollment and course offerings, and outcomes data) [Rec1.9]. Shortly thereafter, a taskforce of the Educational Planning Committee (EPC) was formed. The composition of the taskforce included students, staff, faculty, and administrators [Rec1.10]. The EPC taskforce worked throughout the spring 2016 semester; they met weekly for over one month.
During the working meetings the workgroup reviewed the SPG, developed objectives that aligned with the SPG, defined activities to bolster achievement of the SPG, aligned measures previously defined in the LASC SP, and identified responsible parties for oversight of the activities and implementation of the plan’s various objectives. Over the next year, the EMP was vetted throughout the campus. Faculty, staff, students, and administrators reviewed the plan and provided input. The LASC EMP was completed [Rec1.11] and approved by college participatory governance [Rec1.12] and the LACCD Board of Trustees on DATE [Rec1.13].

In September of 2016 the Academic Senate sanctioned the Academic Technology Committee (ATC) to develop an Academic Technology Plan (ATP) [Rec1.14] that defines faculty needs and feeds that information into the LASC Technology Plan [Rec1.15]. Shortly thereafter, a working group was formed and that group worked throughout the fall semester and into the spring 2017 semester. On April 11, 2017, the Academic Senate approved the Academic Technology Plan [Rec1.16] [Rec.1.17].

The Campus Technology Committee (CTC) began work on the LASC Technology Plan (LTP) in December 2016 [Rec1.18]. The Campus Technology Committee continued to work on the development of the plan throughout the spring 2017 semester. During the planning phase the CTC, in collaboration with the Information Technology Department, conducted and reviewed the results of a technology inventory study [Rec1.19], a technology needs assessment survey [Rec1.20]; and developed the LTP by creating objectives that aligned with the SPG and ATP, measures and activities were also developed, and responsible entities were identified. The LASC Technology Master Plan was completed [Rec1.21] and approved by college participatory governance [Rec1.22] and the LACCD Board of Trustees on DATE [Rec1.23].
On October 19, 2016, the Facilities Planning Committee (FPC) began work on the Facilities Master Plan (FMP) [Rec.1.24]. An architectural firm, Carrier-Johnson, was engaged to assist in the planning effort. The FPC continued to work on the development of the FMP throughout the spring 2017 semester. The FPC, in collaboration with Carrier-Johnson, reviewed goals and guidelines from the 2003 FMP, identified future opportunities, aligned the FMP with the EMP and the LTP, assessed Central Plant capacity/performance. Additionally, studies assessing facility needs were conducted and reviewed during the FMP development phase. One such example is … The Facilities Master Plan was completed [Rec1.25] and approved by college participatory governance [Rec1.26] and the LACCD Board of Trustees on DATE [Rec1.27].

To meet the criteria regarding the systematic assessment of institution wide plans and processes, the College convened a Strategic Planning Retreat during the spring 2017 semester, on April 28, 2017 [Rec.1.28]. At that meeting the LASC SP was assessed. Attendees were assigned to five groups, each tasked with evaluating the college’s progress in meeting measures set for each SP goal. Assessment groups were asked to read and the Goal and objectives that they were evaluating, to review data resulting from defined measures, discuss the results, and answer evaluation questions [Rec1.29]. A report was later prepared and the collated results of the evaluation were shared with SPC, College Council, and Academic Senate [Rec1.30] [Rec1.31]. The final SP report was made available to the public via email announcement [Rec1.32] and uploading to the Strategic Planning Committee SharePoint site.

In addition, a workgroup was convened during the summer 2017 semester to assess the overall effectiveness of the college’s integrated planning process [Rec1.33]. Evaluation of
the integrated planning process yielded a report [Rec1.34] that was then shared with the college community through the participatory governance process [Rec1.35]. Furthermore, after completion of 2016-2017 Annual Program Review, the Program Review Committee (PRC) determined that a new application, eLumen, would be used to complete the Program Review process: Comprehensive and Annual [Rec1.36]. During the spring and summer 2017 semesters the PRC worked on developing new Program Review questionnaires for instructional and non-instructional programs, in eLumen [Rec1.37]. Implementation of this new process is expected to occur in fall 2017.

(3) Complete implementation of Student Learning Outcomes

AWAITING INPUT

(4) Work collaboratively with the District to address the existing deficit and to improve the annual budget allocation model

The college has worked collaboratively with the District to address the existing deficit and to improve the budget allocation model to ensure fiscal stability to the college while maintaining the integrity of the District to provide a fair and comparable distribution of the State funds to the nine colleges of the District. The current model basically mirrors the State funding model for allocating funds to the colleges which is primarily a growth model based on FTES. Even though the District has implemented several adjustments to the model that have resulted in the College receiving a larger allocation of funds, the Executive Committee of the District Budget Committee (ECDBC) in August, 2016, was tasked with the review of the model to determine whether there were structural inequities. In February, 2017 the review was completed and it was determined that there are no structural inequities [Rec.1.3X] However, after reviewing instructional costs, supplies and other item
expenditures by college, there were outliers found in certain areas that require the Colleges to review and make determinations as to what needs to be done to reduce costs. Since the State is revisiting its apportionment funding model, once they have completed the review, the District will again review its model incorporating any significant changes that result in additional funding for smaller colleges.

(5) Develop an integrative and comprehensive planning process guided by updated plans that incorporate Total Cost of Ownership in: technology, business continuity, disaster recovery, and physical plant

The College has addressed the Total Cost of Ownership in the LASC Technology Master Plan [Rec1.21] and the LASC Facilities Master Plan [Rec1.25]. To address Business Continuity/Disaster Recovery, the College has collaborated with District and the other eight colleges through the District Technology Committee (see District Recommendation 4). The district-wide business continuity and disaster recovery plan has been integrated into the College’s Technology and Facilities master plans.

**Recommendation 1: College Response**

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Response to Commission Action Letter

Recommendation 3.
In order to meet the Standard, the Team recommends that the College follow documented procedures related to the responsibilities of librarians and content faculty in the collection development processes. (II.B.2, IV.A.1)

Actions Taken to Resolve College Recommendation 3:

*Follow documented procedures related to the responsibilities of librarians and content faculty*

On November 22, 2016, the Academic Senate sanctioned the Library Advisory Committee (LAC) [Rec3.1]. Committee membership includes all librarians, two library technicians, the Dean of the Library, three faculty representatives, an Associated Student Organization representative, and one community representative. The committee’s charge states *The Mission of the Library Advisory Committee is to advise the Library Chair and the Library Dean on technology, facility, and resource issues that impact the College Library. Recommendations of the LAC will be acted upon or forwarded to the appropriate body. To accomplish its Mission, the LAC has committed to facilitating communication between the Library, the College, and the community by periodically assessing needs of these groups; through dissemination of information about its available resources that support academic and lifelong learning; regular review and consultation will ensure that the Library is empowered to meet Accreditation Standards and its Mission [Rec3.2]*.
At the November 2016 Academic Senate meeting, the Los Angeles Southwest College Founders Library Collection Development Policy was approved. The policy’s primary objective is to build and maintain a library collection that supports student success. Included in the policy is a clearly defined process for material selection, retention, and de-selection. In addition, the policy will support the instructional, institutional, and individual needs of the LASC community; provide a working tool and standards for the selection of library materials; guidelines for the ongoing assessment of the collection; support communication between the library and its users; assist in determining and documenting budget needs [Rec3.3].

The College has also reinstituted the Library Liaison Model, which pairs a librarian with each academic department for the purpose of collaborative collection development [Rec3.4]. To facilitate that process, an online purchase request form has been put in place [Rec3.5]. Furthermore, to best address the needs of the college for the library collection, a librarian has been appointed to the Curriculum Committee [??]. Finally, the College hired two additional full-time Librarians to improve library services and to expand student-learning opportunities [Rec3.7]. To ensure that the Commission Standards are met, the College will regularly review and update the College Development Policy along with related Library policies.

**Recommendation 3: College Response**

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Response to Commission Action Letter

Recommendation 4.
In order to meet the Standard, the Team recommends that the College analyze, discuss, and use student satisfaction data, collected by the College and the District (1), in creating plans of action to improve the quality of the services it offers for all student constituencies (2). (II.B.3, II.C.1)

Actions Taken to Resolve College Recommendation 4:

There are two primary evaluation strategies that are used for the purpose of determining the College’s adequacy in meeting identified student needs, supporting student learning and addressing the mission of the institution.

District Student Satisfaction Survey

The District administers a student satisfaction survey to a sample across the student population to determine the quality of services delivered, whether the services support student learning and meet the mission of Los Angeles Southwest College. The staff, faculty and administration of the College service units met in the fall term of 2016 to review the data extracted from the Fall 2014 Los Angeles Community College District (LACCD) student satisfaction survey. [Rec.4.1]

The purpose of the meeting was to analyze respondent data and to begin the process of determining action plans aimed at service delivery and student satisfaction. Data were reviewed to identify and discuss challenges students experienced and how to improve services based on student responses. Each service unit developed an action plan including a
plan to assess whether the actions taken resulted in increased student satisfaction with services. [Rec.4.2]

The first assessment opportunity will be in the fall term 2017. This will provide the data to substantiate that the actions taken have moved the units in the identified direction (improved student satisfaction or learning) or have given us an opportunity to modify action plans should preliminary assessment of data indicate that different strategies need to be employed.

Assessment of Student Learning Outcomes

Another example that supports that the College is engaged in improving the quality of services to all student constituencies and serves as a basis for improved student satisfaction and learning, is through annual assessment of student learning and service area outcomes. Each service unit conducts annual program reviews where data from the assessment of student learning and service area outcomes are presented. As part of the assessment process, service areas are responsible for using assessment data to improve student outcomes. For those areas that see improved outcomes, most programs will stay the course. If they fall short of expected outcomes, programs will review and analyze their data and revise the strategies with the intent of improving outcomes. [Rec. 4.3]

Assessment of student outcomes will also be accomplished through the integrated planning process recently implemented by the California Community Colleges Chancellor’s Office for Basic Skills, Student Success and Support Program (SSSP) and Student Equity Programs. These efforts have been combined into one plan and reporting document. Each of these programs require, per California Education Code, that we analyze data and develop goals for identified student groups. Biennial reporting on how well students are meeting
institutionally derived goals will serve to inform the College whether the activities we have engaged in have allowed us to improve student success. [Rec. 4.4]

**Recommendation 4: College Response**

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<td>Rec 4.3</td>
<td>(add evidence for SLO/SAO assessment from Program Review)</td>
</tr>
<tr>
<td>Rec 4.5</td>
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<td>Rec 4.6</td>
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<tr>
<td>Rec 4.7</td>
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</table>
Response to Commission Action Letter

Recommendation 5.
In order to meet the Standard, the Team recommends that the College evaluate its contracted services for effectiveness and continuity of service (1) and maintain copies of all agreements in a central location on campus (2).

Actions Taken to Resolve College Recommendation 5:

Evaluated its contracted services for effectiveness and continuity of service and established a central location on campus for maintaining copies of all agreements.

On April 14, 2017, the members of Response Group for Recommendation 5 created and dispersed to external vendors (identified from the LACCD Master Procurement List) a 9 question survey, in an effort to evaluate its contracted services for effectiveness and continuity of service. Survey results were completed on April 26, 2017 and the data was aggregated. Based on the responses the main issue for vendors was the lack of timely payment. Vendors continue to do business with our campus as 100% of the vendors surveyed had 3 year or more in business with LA Southwest College. In conclusion 100% of the vendors surveyed answered they are likely to conduct business with LASC again.

In addition to surveying the external vendors, the members of Response Group for Recommendation 5 also created an internal survey which was disseminated to LASC/SAP user staff who were identified having access to the SAP Procurement module. The data concluded that staff need further training specifically in the area of purchasing and payment of invoices. Furthermore, we have acknowledged that although policies
and procedures for these systems are in place the decentralized system does not allow for 
there to be continuity for the adherence of these systems in place as evidence by factual data 
detailing the sequencing of the procurement payable process. [Rec5.7, Rec5.8, Rec5.9, 
Rec5.10]. Lastly, the response team has recommended in the program review the need for a 
Purchasing Aide position, in which this person would act as the liaison and direct person of 
contact for all contracted services, therefore creating a centralized procurement process at 
Los Angeles Southwest College.

In February 2017, the Business Office purchased a document scanner and secured additional 
filing cabinetry in preparation for the transitioning of all procurement documents to the 
Business Office located in SSB 103. The central location for maintaining copies of all 
agreements has been determined as the responsibility of the LASC Business Office and will 
be completed by June 30, 2017.

### Recommendation 5: College Response

<table>
<thead>
<tr>
<th>Evidence</th>
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<tbody>
<tr>
<td>Rec5.1</td>
<td>Rec5.1 LACCD Master Procurement List</td>
</tr>
<tr>
<td>Rec5.2</td>
<td>Rec5.2 Vendor Satisfaction Survey</td>
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<tr>
<td>Rec5.3</td>
<td>Rec5.3 Vendor Satisfaction Survey</td>
</tr>
<tr>
<td>Rec5.4</td>
<td>Rec5.4 Customer Satisfaction Survey</td>
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<tr>
<td>Rec5.5</td>
<td>Rec5.5 Rec5.5 LASC SAP Procurement Roles Results</td>
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<tr>
<td>Rec5.6</td>
<td>Rec5.6 Customer Satisfaction Survey</td>
</tr>
<tr>
<td>Rec5.7</td>
<td>Rec5.7 SAP Recorded Contracts</td>
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<tr>
<td>Rec5.8</td>
<td>Rec5.8 SAP Recorded STA’s</td>
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<tr>
<td>Rec5.9</td>
<td>Rec5.9 SAP Recorded PO’s</td>
</tr>
<tr>
<td>Rec5.10</td>
<td>LASC Invoices Purchase Analysis</td>
</tr>
</tbody>
</table>
Response to Commission Action Letter

Recommendation 7.
In order to meet the Standard, the Team recommends that the College ensure evaluations of academic administrators directly responsible for student learning outcomes include, as a component of that evaluation, consideration of how they use the results of the assessment of student learning outcomes to improve teaching and learning; and in the case of all administrators, how they utilize position-related assessment date to improve College process and programs. (III.A.5, III.A.6).

Actions Taken to Resolve College Recommendation 7:

*Follow documented procedures related to the evaluations of academic administrators directly responsible for student learning.*

On November 15, 2016, Los Angeles Southwest College formed a committee to address recommendation 7. The committee developed an action plan to focus on this recommendation [Rec7.1]. Committee membership included Dean of Academics, two classified members in AFT1521A and one faculty member in AFT1521.

In order to meet the standard the committee provided a status report on November 17, 2016 [Rec7.2] (see attached status report)

The primary objective of recommendation 7 is to provide a tool to evaluate administrators. To address this recommendation the Los Angeles Community College District (LACCD) has developed Administrator evaluation documents; LACCD Data Collection for college presidents [Rec.7.3] (see attached LACCD data collection for presidents) and LACCD summary evaluation for college presidents [Rec.7.4] (see attached LACCD summary evaluation for college presidents), Deans Evaluation with SLO Assessment [Rec7.5] (see
attached Deans eval form] and LACCD Administrator Performance Appraisal [Rec.7.6] (see attached Admin appraisal form)

To ensure that the Commission Standards are met, the College will regularly review and evaluate academic administrators directly responsible for student learning outcomes.

### Recommendation 7: College Response

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<th>Evidence</th>
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<tr>
<td>Rec7.1</td>
<td>Rec7.1.1 Accreditation Action Plan Rec 7 (notes)</td>
</tr>
<tr>
<td>Rec7.2</td>
<td>Rec7.2 Status Report</td>
</tr>
<tr>
<td>Rec7.3</td>
<td>Rec7.3 LACCD data collection for presidents</td>
</tr>
<tr>
<td>Rec7.4</td>
<td>Rec7.4 LACCD summary evaluation for college presidents</td>
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<td>Rec7.5</td>
<td>Rec7.5 Deans Evaluation with SLO Assessment</td>
</tr>
<tr>
<td>Rec. 7.6</td>
<td>Rec.7.6 LACCD Administrator Performance Appraisal</td>
</tr>
</tbody>
</table>
Response to Commission Action Letter

Recommendation 8.
In order to meet the Standard, the Team recommends that the College continue to complete staff evaluations for all personnel, increase the number of administrators and staff necessary to support its programs and services, create and monitor a system of “essential” professional development for both full-time and part-time and adjunct faculty, with professional development funds equitably allocated. (Standard III.A.5, III.A.7, III.A.8, III.A.9, III.A.10, III.A.14, ER 8, ER 14)

Actions Taken to Resolve College Recommendation 8:

8.1 Complete staff evaluations for all personnel
The District Human Resources Division has established an evaluation tracking process and system of notification which will act as the system of record for evaluations received and announce to the College Presidents the staff, faculty and administrators when these employees need to be evaluated.

At Los Angeles Southwest College, upon receipt of the notification, the College President will notify the respective vice-presidents who have been assigned the task of monitoring completion of all evaluations of employees assigned to their respective units. [Rec.8.1]

The District system ensures that all official records correspond and that the SAP system at the District will serve as the official record.

8.2 Increase the number of administrators and staff necessary to support its programs and services
The College currently has the following staffing of administrators:

1 Interim President
3 Vice Presidents
1 Associate Vice President
4 Instructional Deans
2 Student Services Deans
1 Institutional Advancement Dean

The staffing of administrators increased by two deans since the Team visit. Four dean positions were filled due to attrition (Academic Affairs, Special Programs, Student Services, and Adult, Community Services and Noncredit Programs). The College is now/will be operating with a full complement of deans to support its programs and services.

All budgeted classified positions are filled. We have added __ classified position(s) in order to support the new Adult, Community Services and Noncredit Programs dean position and the Special Programs dean. [Rec.8.2]

8.3 Create and monitor a system of “essential” professional development for both full and part-time and adjunct faculty, with professional development funds equitably allocated.

**Recommendation 8: College Response**

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<tr>
<td>Rec8.1</td>
<td>Rec 8.1 Email notification – Evaluation reminder to College President</td>
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<tr>
<td>Rec8.2</td>
<td>Email notification to College Vice President</td>
</tr>
<tr>
<td>Rec8.3</td>
<td>Rec8.2 Organizational charts for President’s Office, Vice President of Administration, Academic Affairs and Student Services</td>
</tr>
<tr>
<td>Rec8.4</td>
<td>Rec8.3</td>
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<tr>
<td>Rec8.5</td>
<td>Rec8.4</td>
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<tr>
<td>Rec.8.6</td>
<td>Rec8.6</td>
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</tbody>
</table>
Appendix A

- Evidence to support campus wide invitation to A2RT (emails)
- Flex Day Presentation
- Acknowledgement of A2RT Members
Subject: RESOLUTION – IN SUPPORT OF UNDOCUMENTED STUDENTS AND THE PRIVACY RIGHTS OF ALL STUDENTS

The following resolution is presented by Board Members Hoffman, Kamlager, and Pearlman:

WHEREAS, The Los Angeles Community College District’s mission is “to provide our students with an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement” without regard to race, color, national origin, sex, religion, sexual orientation, gender identity, gender expression, marital status, ancestry, disability, medical condition, genetic information, age, denial of family and medical care leave, and denial of pregnancy disability leave or reasonable accommodation; and

WHEREAS, The California community colleges are open to all students who meet minimum requirements for admission, regardless of immigration status; and

WHEREAS, The California Community Colleges Chancellor’s Office has issued a Statement of Values and Commitment to Undocumented Students that recognizes the System’s vision where, “all people have the opportunity to reach their full educational potential; all people have the right to access quality higher education; and that the colleges embrace diversity in all of its forms;” and

WHEREAS, The Los Angeles Community College District, by ensuring our colleges are safe and inviting for all students and their families, will facilitate the physical safety and emotional well-being of all students in each of our nine colleges and is paramount for the students’ ability to succeed; and

WHEREAS, Threats of immigration enforcement actions--particularly of separation and deportation--against students and their families create severe emotional, psychological, and physical barriers to learning and education that can and should be addressed through support systems and available resources such as those listed in the Los Angeles Community College District’s website (http://services.laccd.edu/districtsite/kyr/index.html); and

WHEREAS, Primary jurisdiction over federal immigration laws does not rest with the Los Angeles Community College Bureau of the Los Angeles County Sheriff’s Department, or any other state or local law enforcement agency; it is the policy of the Los Angeles County Sheriff’s Department that its officers will
The Board of Trustees
Los Angeles Community College District

Com. No. BT2 Division Board of Trustees Date May 10, 2017

not initiate police activity with the objective of discovering an individual's immigration status, nor will they arrest or book an individual solely on suspicion of violating a federal immigration law relating to illegal entry, being unlawfully present or overstaying on an expired visa; and

WHEREAS, The Los Angeles County Sheriff’s Department understands that community trust is essential in aiding them to serve the colleges and the Educational Services Center (ESC) effectively; the LACCD and the Los Angeles Community College Bureau of the Los Angeles County Sheriff’s Department will work together to protect the rights of ALL LACCD students, and ensure every member of the college community are treated with respect and dignity; and

WHEREAS, The Los Angeles Community College District Academic Senate and the Los Angeles College Faculty Guild, AFT Local 1521 have adopted positions in support of undocumented students; and

WHEREAS, The Los Angeles Community College District complies with federal and state laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA) that governs the privacy of student records and AB 540 and the California DREAM Act which exempts undocumented students from non-resident tuition and provides other benefits; and

WHEREAS, The Los Angeles Community College District has appointed a Task Force on Undocumented Students referred to as the Los Angeles Community College District Student Rights Taskforce; now, therefore, be it

RESOLVED, That the Board of Trustees hereby supports and affirms that the Los Angeles Community College District, through its policies, procedures, and practices:

• Is open to all students who meet minimum requirements for admission, regardless of immigration status;

• Shall not release any personally identifiable student information to Federal or State Law Enforcement Agencies, including any data related to immigration status, without a judicial warrant, subpoena or court order, unless authorized by the student or required by law;

• Will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, nation of origin, race, or sexual orientation;

• Shall not collect information from students that is not essential or required by state or federal law;

• Provides all students with an annual notice of their right to opt out of being included in directory information;

• Limits the availability of and access to student information to those employees that must have the information to conduct college business and provide necessary services to students;
• Informs employees about the LACCD and individual college/satellite centers protocols for employees requested to provide student information to federal and state officials and agencies by subpoena, warrant, or less formal demand and to refer such requests to the colleges President’s Offices or the Chancellor’s Office;

• Will review and work towards implementing recommendations made by the Los Angeles Community College District Student Rights Taskforce and will publish a timeline for the implementation of said recommendations; and be it further

RESOLVED That the Board of Trustees of the Los Angeles Community College District hereby affirms its protection and support for the resources and services provided by the Los Angeles Community College District for all undocumented students attending any of our nine colleges or satellite centers.
Student Online Application Process

• Students access online application via CCC Apply
  • Student application information is imported daily from CCC Apply to PeopleSoft (PS)
  • CCC Apply interface in PS processes the application
  • Students are assigned their student identification number and are notified via PS
  • Students receive their registration appointment and are able to enroll at any college in the District
Old and Revised Student Paper Application

- **Number of Questions:**
  - Old Application: 25
  - New Application: 33 (34 is the signature line)

- **The additional questions on the new application are:**
  1. State requirement – Special residency status
  2. State requirement – Academic Plan (Major)
  3. State requirement – Parents highest level of education
  4. State requirement – Foster youth
  5. Title IX - Athletic interest
  6. State requirement – Emergency requirements
  7. State requirement – EOPS requirements
  8. State requirement – Household language
  9. State requirement – Dependent care
Old and Revised Student Paper Application (cont’d)

• **Other changes:**
  - Added FERPA and Non-Discrimination disclosures
  - State requirement – Added military requirements
  - State requirement – Changing last college to **all colleges** for previous colleges attended

• **Formatting changes**
  - Increase in font for readability
  - More space for written responses
  - Reorganization of document
  - Increased spacing
Student Outreach and Application Process

• Overview and College Perspectives

  • Dr. Kaneesha Tarrant, Vice-President Student Services, Los Angeles Trade-Technical College

  • Mr. Joel Trudgeon, Coordinator of College Outreach and Recruitment, Los Angeles Valley College
Questions?
### 1. Social Security Number (*):

Students are required by law to provide their Social Security Number, which will be used for reporting to the federal government under the Taxpayer Relief Act of 1997 and for financial aid verification. If you do not have a Social Security Number, or if you do not wish to use it, please leave blank.

### 2. Semester:

- Winter
- Spring
- Summer
- Fall

### 3. Legal Name:

- Last
- First
- Middle Initial
- Suffix: Jr./Sr.

- (b.) List other names you have used. If none, check box: □

### 4. Birth Date:

- Month/Day/Year

### 5. Gender:

- □ Female  □ Male

### 6. Legal Address/Residence (DO NOT Use P.O. Box or Business Address):

- Number
- Street/Apt #
- City
- State
- Zip Code

- (If you have lived at this address fewer than two years please answer question #7)

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
</table>

### 7. If you have lived at your present address fewer than two years, list previous address:

<table>
<thead>
<tr>
<th>Number/Street/Apt. #</th>
<th>City/State</th>
<th>Zip Code</th>
<th>From: Mo./Yr. To: Mo./Yr.</th>
</tr>
</thead>
</table>

### 8. Mailing Address (if different from Legal Address/Residence given above):

<table>
<thead>
<tr>
<th>Number/Street/Apt. #</th>
<th>City/State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

### 9. Contact Information:

- Primary Phone: 
- ( )

- Email:

### 10. Place of Birth:

- City
- State/Country

### 11. (a) I am a citizen of (Country):

- (b) If you are not a United States Citizen, please check one:
  - Permanent Resident
  - Temporary Resident
  - Refugee, Asylum
  - Student Visa (F1 or M1 Visa)
  - Other (Specify)  Permanent Resident/Visa Number
  - Visitor Visa (B1 or B2) Issue/Adjustment Date

### 12. My present stay in California began:

- If you were born in CA and have never lived in another state please enter your birth date.
- Month: _______ Day: _______ Year: _______

- Are any of the following on active military duty? (Please check all that apply)
  - Yourself  □
  - Spouse  □
  - Parent(s)  □

### 13. Full name of the most recent High School you attended:

- Name of High School:
- State:  _______ Country:  _______

### 14. Last College attended. If none, check box: □

- Name of College
- State/Country
- Dates of Attendance

### 15. Every applicant must answer the questions below.

- At any time in the past two years have you:
  - * registered to vote in a state Other Than California? …………………… □ Yes, If yes what year? _______ □ No
  - * filed a legal action in a state Other Than California? …………………… □ Yes, If yes what year? _______ □ No
  - * attended a Non-California college/university as a resident of that state? □ Yes, If yes what year? _______ □ No
  - * filed as a Non-Resident for California State Income Tax Purposes? …… □ Yes, If yes what year? _______ □ No

### Office Use Only:

- Matriculation Assessment Status:
  - Exempt  □
  - Non-Exempt  □
  - ENL  □
  - ESL  □
  - English, Math & Orientation  □
  - Partial Exemption From (Circle one: English, Math)  □

- Registration Appointment(s) Date and Time:
  - Winter:  _______ Spring:  _______
  - Summer:  _______ Fall:  _______
16. Complete this question only if you are under 19 and have never been married. If you are over 19 skip 16 and complete the rest of the application:

Name of Parent or Legal Guardian: Last __________________________ First ______________________

Relationship to you: ☐ Father ☐ Mother ☐ Legal Guardian ☐ Other _______________________

Is this person a: ☐ U.S. Citizen ☐ Permanent Resident ☐ Other _______________________

Resident/Work Permit Number: ______________________ Adjustment Date: ______________________

Current residence of this person: ______________________ From: ______________________ To: PRESENT

17. Ethnic Identity (*):

Are you Hispanic or Latino? ☐ Yes ☐ No If yes, check all that apply:

☐ A = Mexican, Mexican/American, Chicano ☐ B = Central American ☐ C = South American ☐ D = Hispanic, Other

What is your race? Check one or more:

☐ E = Asian Indian ☐ J = Asian Cambodian ☐ P = Pacific Islander Guatemalan ☐ S = Pacific Islander, Other
☐ F = Asian Chinese ☐ K = Asian Vietnamese ☐ Q = Pacific Islander Hawaiian ☐ T = Caucasian, White
☐ G = Asian Japanese ☐ L = Filipino ☐ R = Pacific Islander Samoan ☐ U = Black, African American
☐ H = Asian Korean ☐ M = Asian Other
☐ I = Asian Latvian ☐ O = American Indian, Alaskan/Native

18. What is your primary language (*): (Please enter number in box.)

1 = English 2 = Armenian 3 = Chinese 4 = Farsi 5 = Filipino
6 = Japanese 7 = Korean 8 = Russian 9 = Spanish 10 = Vietnamese 11 = Other

19. What is your main educational goal? (Please enter number in box.)

1 = Prepare for a new career (acquire new job skills)
2 = Advance in current job/career (update job skills)
3 = Discover/develop career interest, plans and goals
4 = Obtain a two-year vocational degree without transfer
5 = Obtain a two-year Associate degree without transfer
6 = Obtain a vocational certificate without transfer
7 = Obtain a Bachelor’s degree after completing an Associate’s degree
8 = Obtain a Bachelor’s degree without completing an Associate’s degree
9 = Maintain certificate or license (e.g. Nursing, Real Estate)
10 = Improve basic skills in English, reading or math
11 = Complete credits for high school diploma or GED
12 = Personal development (intellectual, cultural)
13 = Undecided on goal
14 = To move from non-credit coursework to credit coursework
15 = Complete four-year college requirement

20. Special Services (*): The Los Angeles Community College District is committed to increasing your educational success. Each area listed provides special services. Please indicate those services that interest you.

☐ 1. Financial Aid ☐ 6. Information regarding special services and/or accommodations for
☐ 2. Child Care ☐ 7. Are you from a low income family and in need of special counseling,
☐ 3. Tutoring ☐ 8. I am a former or current foster youth and am interested in financial aid and/or
☐ 4. Transfer Assistance ☐ 9. Maintain certificate or license (e.g. Nursing, Real Estate)
☐ 5. Employment Assistance ☐ 10. Improve basic skills in English, reading or math

21. Highest Education Status: (Please enter number and year in boxes below.)

1 = Earned a U.S. High School diploma or will earn one before college semester begins
2 = Currently enrolled in 12th grade or below when college semester begins
3 = Not a High School graduate, currently enrolled in adult school
4 = Not a High School graduate, last attended high school
5 = Passed the GED or received a certificate of H.S. equivalency
6 = Earned a California High School Proficiency Certificate
7 = Earned a Foreign Secondary diploma or certificate of graduation
8 = Earned an Associate degree
9 = Earned a Bachelor’s degree or higher

22. Enrollment Status: (Please enter number in box.)

1 = First time college student
2 = First time at this college, after attending another college
3 = Returning to this college, after attending another college
4 = Returning to this college, without having attended another college
5 = Currently attending school in the 12th grade or below

23. College units or degree completed by the first day of this term:

(Please enter number in box.)

1 = 0 units
2 = 1 1/2 to 15 1/2
3 = 16 to 29 1/2
4 = 30 to 59 1/2
5 = 60 or more units, no degree
6 = AA, AS, BA or higher degree

24. Veteran: (Leave blank, unless you are a veteran).

Were you honorably discharged from the U.S. Armed Forces? ☐ Yes ☐ No

If yes, date you were discharged: Month: _____ Day: _____ Year: _____

25. Directory/Student Information – Permission to Release:

TYPES OF STUDENT INFORMATION: According to the Los Angeles Community College District (1) Directory Information: Includes your name; city of residence; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; degrees and awards received; and the most recent previous educational institution attended. (2) College Foundation Information: Includes your name, address, and telephone number. 3) Military Recruiting Information: Includes “Directory Information” plus address, telephone number, date of birth, and major field of study.

☐ I do not permit the college to release directory information

☐ I do not permit the college to release directory information plus address, telephone number, date of birth, and major field of study.

☐ Leave blank if you want information on LACCD Foundation scholarships, grants, and networking opportunities.

☐ I do not permit the release of information to the College Foundation

☐ I do not permit the release of information to four-year colleges

☐ I do not permit the release of information to the military

You may change your Directory Release at any time by completing a Release of Directory Information form and returning it to the Admissions Office.

(*) Notice to Students: Your responses to questions marked by this symbol will be used to provide you with information on college programs and services and/or for statistical purposes only. Refusal to provide this information will not be used to deny admission to the college or any of its programs. If additional information is needed to determine your residence status you will be required to complete a supplemental residence questionnaire and/or to present evidence in accordance with Education Code Sections 680040 et seq. The burden of proof to clearly demonstrate both physical presence in California and intent to establish California residence lies with the student.

Certification - I declare under penalty of perjury that all information on this form is correct. I understand that falsifying or withholding information required on this form shall constitute grounds for dismissal.

REQUIRED SIGNATURE ___________________________ Date ____________

NON-DISCRIMINATION POLICY: All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, age, handicap or veterans status (Reference: Board Rule 1202).

In order to ensure the proper handling of all civil rights matters, each college in the District has its own Affirmative Action Representative, Title IX/Sex-Equity Coordinator, Section 504 Coordinator of Handicap Programs, and an Ombudsperson. Direct initial inquiries to the District Office of Affirmative Action Programs and Services at (213) 891-2000.
1 **Student Identification Number**

Leave blank unless you have previously been assigned a Student Identification Number

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The social security number will no longer be used as primary student identifier for students per Civil Code 1798.85. Student Information System (SIS) will generate an identification number for each student who is new to LACCD. **Leave blank if you have not been assigned a Student Information Number by the district.**

2 **Primary Name**

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<tr>
<th>First</th>
<th>Middle</th>
<th>Last</th>
<th>Suffix</th>
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List other names you have used. If none, check box: ☐

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<th>Middle</th>
<th>Last</th>
<th>Suffix</th>
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3 **Birth Date**

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<th>Day</th>
<th>Year</th>
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4 **Gender**

- ☐ Female
- ☐ Male
- ☐ Decline to State

5 **Social Security Number / Tax Identification Number**

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Students are required by law to provide their Social Security Number, which will be used for reporting to the federal government under the Taxpayer Relief Act of 1997 and for financial aid verification. **If you do not have a Social Security Number, or if you do not wish to use it, please leave blank.**

6 **Home Address/Residence** *(Do not use P.O. Box or Business Address)*

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>Apt. No.</th>
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<table>
<thead>
<tr>
<th>City</th>
<th>State/Province</th>
<th>Postal Code</th>
<th>County</th>
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</table>

I have lived at this address since: ___ ___ ___

<table>
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<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
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</table>
## Mailing Address

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<tr>
<th>Number</th>
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<th>City</th>
<th>State/Province</th>
<th>Postal Code</th>
<th>Country</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## Contact Information

Home Phone

Personal Email

Cell Phone (Number will be used for emergency notification system)

## My present stay in California began on:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Citizenship Status

- [ ] U.S. Citizen (Native)
- [ ] Permanent Resident Alien (Permanent Resident)
- [ ] Temporary Resident / Amnesty (Alien Temporary)
- [ ] Refugee / Asylee (Alien Permanent)
- [ ] Other (Specify): ____________________________
  - No Documents

**If Permanent Resident / Temporary Resident / Amnesty (Alien Temporary):**

- Permanent Resident or Visa Number
- Issues/Adjustment Date
- Expiration Date
- [ ] Does Not Expire
### California Residency
Have you lived in California continuously since one year and one day prior to the start of the semester? .................................  

- No  
- Yes

If No, when did your CURRENT stay in California begin? __________  __________  __________

- Month  
- Day  
- Year

☐ Check this box if you have not yet arrived in California, or if you do not plan to relocate to California.

### Special Residency Categories
Are you a full-time employee, or spouse or dependent of a full-time employee of any of the following colleges/universities? .................................  

- California Community College  
- California State University or College  
- University of California  
- Maritime Academy

- No  
- Yes

Are you a full-time credentialed employee of a California public school enrolling in college for purposes of fulfilling credential-related requirements? .................................  

- No  
- Yes

Have you been employed as a seasonal agricultural worker for at least a total of two months of each of the past two years? .................................  

- No  
- Yes

### Out-Of-State Activities
Have you declared residency in another state for state income tax purposes? .................................  

- No  
- Yes

Have you registered to vote in another state? .................................  

- No  
- Yes

Have you declared residency at an out-of-state college or university? .................................  

- No  
- Yes

Have you petitioned for a lawsuit or divorce as a resident in another state? .................................  

- No  
- Yes

---

### Complete This Question Only If You Are Under 19 and Have Never Been Married

<table>
<thead>
<tr>
<th>Relationship to You:</th>
<th>Father</th>
<th>Mother</th>
<th>Legal Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Parent or Guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the person a:</td>
<td>U.S. Citizen</td>
<td>Permanent Resident Alien</td>
<td></td>
</tr>
</tbody>
</table>

If a Permanent Resident Alien, enter “A-Number” and date of issue:

<table>
<thead>
<tr>
<th>A-Number</th>
<th>Date of Issue</th>
</tr>
</thead>
</table>

Current residence of this person:  From:  To: PRESENT

<table>
<thead>
<tr>
<th>State</th>
<th>Month/Year</th>
</tr>
</thead>
</table>

Select the statement that applies to you:

- ☐ I am or have been married.  
- ☐ I am legally emancipated.  
- ☐ I do not have a living parent or guardian.  
- ☐ As of one year and one day before the term begins, I will be on active duty in the armed services.  
- ☐ As of one day before the term begins, I have been self-supporting for at least one year.  
- ☐ None of the statements above are true about me.
13 **Ethnic Identity**

Are you Hispanic or Latino? (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

☐ Yes  ☐ No

What is your race? Check one or more:

☐ Asian Indian  ☐ Asian, Other (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent)
☐ Asian Chinese  ☐ American Indian, Alaskan Native (A person having origins in any of the original peoples of North and South America [including Central America] who maintains cultural identification through tribal affiliation or community attachment)
☐ Asian Japanese  ☐ Pacific Islander, Hawaiian
☐ Asian Korean  ☐ Pacific Islander, Samoan
☐ Asian Laotian  ☐ Pacific Islander, Other (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
☐ Asian Cambodian  ☐ Asian, Other (A person having origins in any of the black racial groups of Africa)
☐ Asian Vietnamese  ☐ White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa)
☐ Asian Filipino  ☐ Pacific Islander, Guamanian

14 **Semester**

☐ Fall  ☐ Winter
☐ Spring  ☐ Summer

___________
Year

15 **Academic Plan**

What is your Academic Plan (major)? (See list of Academic Plan [majors])

16 **Enrollment Status:**

☐ First-time student in college (after leaving high school)
☐ Returning student to this college after absent for a main term
☐ First time at this college; have attended another college
☐ Enrolling in high school (or lower grade) and college at the same time
### Full name of the last High School attended:

<table>
<thead>
<tr>
<th>Name of High School</th>
<th>City</th>
<th>State/Foreign Country</th>
</tr>
</thead>
</table>

**What was your high school attendance status?**

- [ ] Attended high school.
- [ ] Was home schooled in a registered home school organization.
- [ ] Was independently home schooled.
- [ ] Did not attend high school and was not home schooled.

---

### All colleges attended, not including LACCD colleges: If none, check this box [ ]

<table>
<thead>
<tr>
<th>A. Name of College</th>
<th>From: Month/Year</th>
<th>To: Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State/Foreign Country</td>
<td>Degree Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Name of College</th>
<th>From: Month/Year</th>
<th>To: Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State/Foreign Country</td>
<td>Degree Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Name of College</th>
<th>From: Month/Year</th>
<th>To: Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State/Foreign Country</td>
<td>Degree Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Name of College</th>
<th>From: Month/Year</th>
<th>To: Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>State/Foreign Country</td>
<td>Degree Date</td>
</tr>
</tbody>
</table>

Were you ever expelled or undergoing expulsion from any of the listed colleges? .................

- [ ] Yes
- [ ] No

If **Yes**, list college(s): ____________________________
**What is your Main Educational Goal? Select one of the following:**

- Obtain an associate degree and transfer to a 4-year institution
- Obtain a 2-year associate degree without transfer
- Earn a career technical certificate without transfer
- Transfer to a 4-year institution without an AA degree
- Discover / formulate career interests, plans, goals
- Prepare for a new career (acquire job skills)
- Advance in current job/career (update job skills)
- Maintain certificate or license
- Educational Development
- Improve basic skills
- Complete credits for high school diploma or GED
- Undecided on goal
- To move from noncredit coursework to credit coursework
- 4-year college student taking courses to meet 4-year college requirements

---

**Parent/Guardian Highest Education Level** Please enter numbers in boxes below.

1 = Grade 9 or less
2 = Some High School, but did not graduate
3 = High school graduate (diploma, GED, or equivalent)
4 = Some college but no degree
5 = Associate’s degree (for example: AA, AS)
6 = Bachelor’s degree (for example: BA, BS)
7 = Graduate degree (Master’s, Ph.D., or professional degree beyond Bachelor’s)
X = Unknown
Y = No parent or guardian raised me
**21 Highest Education Status:**

What is your high school education level as of one day before the start of the semester?

- [ ] Not a graduate of, and no longer enrolled in high school
- [ ] Will be enrolled in high school (or lower grade) and college at the same time
- [ ] Currently enrolled in adult school
- [ ] Received high school diploma from U.S. school ............................................

Did you receive your diploma, GED, or certificate in California? .................................................................

Have you attended High School in California for three or more years?.................................................................

- [ ] Passed the GED, or received a High School Certificate of Equivalency ..........

Did you receive your diploma, GED, or certificate in California? .................................................................

Have you attended High School in California for three or more years?.................................................................

- [ ] Received a Certificate of California High School Proficiency ..........................

Have you attended High School in California for three or more years?.................................................................

- [ ] Received a diploma/certificate from a Foreign secondary school ...................

Have you attended High School in California for three or more years?.................................................................

**What is your highest degree attainment?**

- [ ] No Degree

- [ ] Received an associate degree. Completion Date (MM/DD/YY) ......................

- [ ] Received a bachelor’s degree or higher. Completion Date (MM/DD/YY) ......

**22a Military (Complete only if you are a Veteran, Spouse and/or Dependent of a Veteran)**

What is your U.S. Military Status as of the first day of the term?

- [ ] I have never served in the military
  
  (If checked, proceed to question # 22b)
- [ ] Currently serving on active duty
- [ ] I served in the U.S. Military (Veteran)
Military (continued)

Type of discharge (if applicable):

☐ Honorable                ☐ Clemency Discharge
☐ Entry level separation    ☐ Bad Conduct
☐ General                  ☐ Dishonorable
☐ Other Than Honorable

Date you were discharged: ________________________________

Enter codes in boxes to the right:

<table>
<thead>
<tr>
<th>AA</th>
<th>Armed Forces</th>
<th>IN</th>
<th>Indiana</th>
<th>NM</th>
<th>New Mexico</th>
<th>State of Legal Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>Armed Forces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Military) When Discharged:</td>
</tr>
<tr>
<td></td>
<td>Americas</td>
<td>K0</td>
<td>KY-Kenton County</td>
<td>NV</td>
<td>Nevada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Europe</td>
<td>K1</td>
<td>KY-Hazard Tiered Tax</td>
<td>O1</td>
<td>OR-Multnomah Co</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alaska</td>
<td>K2</td>
<td>KY-Mayfield Tiered Tax</td>
<td></td>
<td>Income Tax</td>
<td></td>
</tr>
<tr>
<td>AL</td>
<td>Alabama</td>
<td></td>
<td></td>
<td></td>
<td>Ohio</td>
<td>State of Legal Residence</td>
</tr>
<tr>
<td>AP</td>
<td>Armed Forces</td>
<td></td>
<td></td>
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<td>Pennsylvania</td>
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<tr>
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<td>Oregon</td>
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<tr>
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<tr>
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<td></td>
<td></td>
<td>Minnesota</td>
<td></td>
</tr>
<tr>
<td>DC</td>
<td>District of Columbia</td>
<td></td>
<td></td>
<td></td>
<td>South Dakota</td>
<td></td>
</tr>
<tr>
<td>DE</td>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
<td>North Carolina</td>
<td></td>
</tr>
<tr>
<td>FC</td>
<td>Foreign Country</td>
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<td></td>
<td></td>
<td>Northern Mariana</td>
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</tr>
<tr>
<td>FL</td>
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<td></td>
<td>Islands</td>
<td></td>
</tr>
<tr>
<td>GA</td>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
<td>Virginia</td>
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</tr>
<tr>
<td>GU</td>
<td>Guam</td>
<td></td>
<td></td>
<td></td>
<td>Virgin Islands</td>
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<tr>
<td>HI</td>
<td>Hawaii</td>
<td></td>
<td></td>
<td></td>
<td>North Dakota</td>
<td></td>
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<tr>
<td>IA</td>
<td>Iowa</td>
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<td></td>
<td>Nebraska</td>
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<tr>
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<td>Idaho</td>
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<td>New Hampshire</td>
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<tr>
<td>IL</td>
<td>Illinois</td>
<td></td>
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<td></td>
<td>New Jersey</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wyoming</td>
<td></td>
</tr>
</tbody>
</table>

Country of Record when discharged: ________________________________

Are you currently stationed in CA? .......................................................... ☐ Yes ☐ No

Is the military member’s assignment in California for Educational purposes for 30 days or more? .......................................................... ☐ Yes ☐ No
23 What is your U.S. Military Dependent Status as of the first day of the term?

☐ I am not a military dependent (If checked, proceed to question # 23a)

☐ Parent/Guardian/Spouse is currently on active duty

☐ Parent/Guardian/Spouse served in the U.S. Military (Veteran)

☐ Parent/Guardian/Spouse is a member of the Active Reserve (If checked, proceed to question # 24a)

☐ Parent/Guardian/Spouse is a member of the National Guard (If checked, proceed to question # 24a)

Veteran type of discharge (if applicable):

☐ Honorable

☐ Entry level separation

☐ General

☐ Other Than Honorable

Date your parent/guardian/spouse was discharged ..............................................

Enter codes in boxes to the bottom right:

Country of Record when discharged: _________________________________________

Is your parent/guardian/spouse currently stationed in CA? ........................................... ☐ Yes ☐ No

Is the military member’s assignment in California for Educational purposes for 30 days or more? ......................................................... ☐ Yes ☐ No
24 Have You Ever Been in Court-Ordered Foster Care?

☐ I have never been in Foster Care

☐ I am currently in Foster Care in California

☐ I was previously in Foster Care in California, and aged out or was emancipated from the system

☐ I am currently in Foster Care in a system outside California

☐ I was previously in Foster Care in a system outside California, and aged out or was emancipated from the system

☐ I was previously in Foster Care, but did not age out or emancipate from the system

25 Special Services (The information you provide will not be used in making admission decisions and will not be used for discriminatory purposes.)

Main Language

Are you comfortable reading and writing English? ................................................................. ☐ Yes ☐ No

Financial Assistance

Are you interested in receiving information about money for college? ....................................... ☐ Yes ☐ No

Are you receiving TANF/CalWORKs, SSI, or General Assistance? ........................................... ☐ Yes ☐ No

Athletic Interest

Are you interested in participating in a sport while attending college? (Your response does not obligate you in any way. To be eligible to participate on an intercollegiate team, you must be enrolled in at least 12 units.)

☐ Yes, I am interested in one or more sports, including the possibility of playing on an intercollegiate team.

☐ Yes, I am interested in intramural or club sports, but not in playing on an intercollegiate team.

☐ No, I am not interested in participating in a sport (beyond taking P.E. classes).

Programs & Services: Check the programs and services in which you are interested. (Not all college campuses offer every program and service listed.)

☐ Academic counseling/advising

☐ Basic skills (reading, writing, math)

☐ CalWorks

☐ Career planning

☐ Child care

☐ Counseling - personal

☐ DSPS - Disabled Student Programs and Services

☐ EOPS - Extended Opportunity Programs & Services

☐ ESL - English as a Second Language

☐ Health services

☐ Housing information

☐ Employment assistance

☐ Online classes

☐ Re-entry program (after 5 years out)

☐ Scholarship information

☐ Student government

☐ Testing, assessment, orientation

☐ Transfer information

☐ Tutoring services

☐ Veterans services
### Supplemental Section

**English and Math Assessment**

In the past two years, have you completed both an English and Math Assessment at a California Community College? [ ] Yes [ ] No

If Yes, enter date: [ ] [ ] [ ]

**English and Math**

Have you completed both an English and Math course at a regionally accredited College/University? [ ] Yes [ ] No

**What is Your Primary Language?**

- African
- American Sign Language
- Amharic
- Arabic
- Armenian
- Bahasa (Indonesian)
- Bengali
- Bulgarian
- Burmese
- Chinese (Cantonese)
- Chinese (Mandarin)
- Chinese (Shanghai)
- Chinese (Other)
- Croatian
- Czech
- Danish
- Dutch
- English
- Farsi (Persian)
- Finnish
- Flemish
- French
- German
- Greek
- Hebrew
- Hindi
- Hungarian
- Icelandic
- Indian (Hindi)
- Indian (Kannada)
- Indian (Konkani)
- Italian
- Japanese
- Kiswahili
- Korean
- Latin
- Latvian
- Lithuanian
- Laotian
- Malay
- Maori
- Norwegian
- Polish
- Portuguese
- Rumanian
- Russian
- Serbian
- Spanish
- Swahili
- Swedish
- Tagalog (Philippines)
- Tamil (Ceylon)
- Tamil (India)
- Telugu
- Thai
- Turkish
- Twi (Ghana)
- Ukrainian
- Urdu (Pakistan)
- Vietnamese
- Welsh

---

### FERPA – Student Information – Permission to Release

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

For more information, be sure to read the full statement of consent available at [http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
# FERPA – Student Information – Permission to Release (continued)

**Permission to Release Types of Student Information:**

- **DIRECTORY INFORMATION:** Name, address, telephone number, email address, city of residence, participation in officially recognized activities and sports, weight and height of athletic teams members, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

- **COLLEGE FOUNDATION INFORMATION:** Name, address, and telephone number.

- **FOUR-YEAR COLLEGE INFORMATION:** Name, address, and telephone number.

- **MILITARY RECRUITING INFORMATION:** All information outlined in ‘Directory information,’ plus, address, telephone number, date of birth, and major field of study.

Be sure to read the Full Statement of Consent before deciding whether or not to grant your consent. You may find the Full Statement of Consent in the Consent tab of the application. To change your authorization, notify the college admissions office in writing.

- [ ] I do not permit the college to release directory information.
- [ ] I do not permit the release of my information to the College Foundation. (Leave blank if you want information on LACCD Foundation scholarships, grants and networking opportunities).
- [ ] I do not permit the release of my information to four-year colleges.
- [ ] I do not permit the release of information to the military.

---

## Emergency Contacts

In case of an emergency, who can we contact on your behalf?

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Contact’s Phone Number</th>
</tr>
</thead>
</table>

**Relationship**

- Adult Child
- Child
- Domestic Partner Adult
- Domestic Parent Child
- Employee
- Estate
- ExDomestic Partner
- ExSpouse
- Foster Child
- Friend
- Grand Parent
- Grandchild
- Great Grand Parent
- Great Grandchild
- In-law
- Neighbor
- Other
- Other Child
- Other Relative
- Parent
- Parent In-laws
- Recognized Child
- Roommate
- Self
- Sibling
- Spouse
- Step Parent
- Stepchild
29 Sports

Are you interested in participating in a sport?.......................................................................................  □ Yes  □ No

If yes, please select all that apply below:

- Badminton  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Fencing  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Sand Volleyball  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Track & Field  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Baseball  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Football  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Soccer  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Volleyball  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Basketball  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Golf  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Softball  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Water Polo  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Bowling  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Gymnastics  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Swimming  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Wrestling  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Cross Country  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Lacrosse  □ Intercollegiate Team  □ Intramurals  □ Physical Education
- Tennis  □ Intercollegiate Team  □ Intramurals  □ Physical Education

30 Extended Opportunity Programs and Services (EOPS):

The following questions are designed to determine if you qualify for the EOP&S Program. If you qualify you will receive further information by email. You may be asked to provide additional documentation.

Was your High School Grade Point Average (GPA) below 2.5? ........................................................  □ Yes  □ No

Were you previously enrolled in remedial (special education/resource) courses?..............................  □ Yes  □ No
### Languages

What is the primary language spoken in your home?

- Afrikaans
- American Sign Language
- Amharic
- Arabic
- Armenian
- Bahasa (Indonesian)
- Bengali
- Bulgarian
- Burmese
- Chinese (Cantonese)
- Chinese (Mandarin)
- Chinese (Shanghai)
- Chinese (Other)
- Croatian
- Czech
- Danish
- Dutch
- English
- Farsi (Persian)
- Finnish
- Flemish
- French
- German
- Greek
- Hebrew
- Hindi
- Hungarian
- Icelandic
- Indian (Hindi)
- Indian (Kannada)
- Indian (Konkani)
- Italian
- Japanese
- Kiswahili
- Korean
- Latin
- Latvian
- Lithuanian
- Laton
- Malay
- Maori
- Norwegian
- Polish
- Portuguese
- Rumanian
- Russian
- Serbian
- Spanish
- Swahili
- Swedish
- Tagalog (Philippines)
- Tamil (Ceylon)
- Tamil (India)
- Telugu
- Thai
- Turkish
- Twi (Ghana)
- Ukrainian
- Urdu (Pakistan)
- Welsh

### Dependant Care:

The following questions are designed to determine if you qualify for the CARE Program. If you qualify you will receive further information by email. You may be asked to provide additional documentation.

- Are you receiving cash aid (TANF, CalWORKS/GAIN) for your child and/or yourself? .................... Yes  No
- Are you a single head of household? .................................................................................................. Yes  No
- Do you have a child under the age of 14? ........................................................................................... Yes  No
Non-discrimination Policy

All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender identity and gender-based sexual harassment), pregnancy, marital status, cancer-related condition of an employee, sexual orientation, age, physical or mental disability, or veterans status. (LACCD Board Rules, Chapter 15.)

In order to ensure the proper handling of all civil rights matters, the District has an Office of Diversity Programs. Direct initial inquiries to the Office of Diversity Programs at (213) 891-2000.

Certification

I declare under penalty of perjury that all the information on this form is correct. I understand that falsifying or withholding information required on this form shall constitute grounds for dismissal.

Required Signature

Date

Office Use Only

Processed By

Date

Residence Code

Matriculation Status

☐ Exempt
☐ Non-Exempt
☐ ENL/ESL

Assessment Exemption

Partial Exempt (Check One)

☐ ENGL
☐ Math
DISTRICT STRATEGIC PLAN

Progress Report and Planning Activities

Institutional Effectiveness and Student Success Committee
May 24, 2017
Overview of 2018-23 District Strategic Plan: Development Activities and Process

<table>
<thead>
<tr>
<th>Activities</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2012-17 DSP Evaluation</td>
<td>✓</td>
</tr>
<tr>
<td>• Data Inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>• Development of Goals and Objectives</td>
<td>✓</td>
</tr>
<tr>
<td>• Development of Metrics and Targets</td>
<td>In Consultation</td>
</tr>
<tr>
<td>• Final Plan Development</td>
<td>In Process</td>
</tr>
<tr>
<td>• Feedback and Approvals</td>
<td>Planned for Summer-Fall 2017</td>
</tr>
</tbody>
</table>
Background on 2012-17 District Strategic Plan (DSP)

- Contained 4 goals and 13 objectives
- Approved by Board in Feb. 2012
- Allowed for the development of districtwide priorities
- Served as a planning framework for the colleges
I. 2012-17 DSP: Evaluation

• EPIE compiled data on plan metrics and College Effectiveness Reports over the period 2012-17
• EPIE and District Planning Committee developed a Draft District Strategic Plan Evaluation Report
  • Vetted through the District Planning Committee and District Research Committee
  • Analyzed outcomes data on plan metrics
  • Analyzed validity of metrics
  • Obtained qualitative input from colleges on plan outcomes
  • Developed recommendations for 2012-18 DSP
• Developed District Effectiveness Report Scorecard and Comprehensive Evaluation Report
I. 2012-17 DSP Evaluation: Summary of 2012-17 DSP Outcomes

- Focus is on Districtwide Outcomes
- **Metrics in which the District Improved**
  - Percentage of students completing matriculation process
  - New students successfully completing at least one English and math class in their first year
  - Persistence (Fall to Spring and Fall to Fall)
  - New students completing 30 & 60 units
  - New students completing English 101 & Math 125 (3 & 6 years)
  - Amount of specially funded revenue
- **Metrics in which the District Declined**
  - Completion rates (6 years)
  - Expenditures per FTES
  - Average Class Size
  - Effectiveness of district-wide governance
## I. 2012-17 DSP Evaluation: Example of Outcomes

<table>
<thead>
<tr>
<th>Goal 2. Teaching and Learning for Success</th>
<th>2015-16</th>
<th>Change Since 2010-11</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student outcomes**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1a Percentage of new student cohort completing 30 units in 3 years</td>
<td>63%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.1b Percentage of new student cohort completing 60 units in 3 years</td>
<td>29%</td>
<td>+2%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2a Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</td>
<td>28%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.2b Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</td>
<td>34%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3a Completion rate (i.e., certificate, degree, or transfer) in 3 years</td>
<td>16%</td>
<td>+1%</td>
<td>▲</td>
</tr>
<tr>
<td>2.2.3b Completion rate (i.e., certificate, degree, or transfer) in 6 years</td>
<td>33%</td>
<td>-2%</td>
<td>▼</td>
</tr>
</tbody>
</table>
II. 2018-23 DSP: Data Inquiry

- Board’s Annual Planning Meeting (August 2016) provided focus areas and Board goals:
  - Student Completion (10 pct. pt. increase)
  - Improve Customer Service
- Full day planning retreat facilitated by Governance Institute for Student Success (GISS) at LAMC in Oct. 2016
- EPIE conducted DSP planning forums at each college (Nov. 2016 - March 2017) and compiled results for use by District Planning Committee in goal development
Goal 1: We will increase college going for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to academic programs that meet community and student needs

Objective 1: We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment

Objective 2: We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area

Objective 3: We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training
III. 2018-23 DSP: Proposed Goals

Goal 2: We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals

Objective 1: We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a standard for customer service

Objective 2: We will create an environment that is respectful to the needs of diverse populations and that embraces the diversity of opinions found in a global society

Objective 3: We will increase fulltime enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs
III. 2018-23 DSP: Proposed Goals

Goal 2 (continued):

Objective 4: We will review and refine curriculum and programs to ensure that they are responsive to student needs and meet the economic, industry, and societal needs of the region.

Objective 5: We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.

Objective 6: We will increase access to those traditionally underrepresented in higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.

Objective 7: We will increase student persistence and successful course completion through effective practices.
III. 2018-23 DSP: Proposed Goals

Goal 3: We will increase student completion to exceed state-wide performance measures and increase attainment of milestones indicative of academic success

Objective 1: We will decrease time to completion by enhancing academic and student support programs

Objective 2: We will increase completion of degrees and certificates

Objective 3: We will increase the number of students transferring to four-year institutions

Objective 4: We will increase career and job placement rates by enhancing business and industry partnerships, internships, and employment opportunities

Objective 5: We will increase equity in the attainment of student milestones
III. 2018-23 DSP: Proposed Goals

Goal 4: We will improve organizational effectiveness through streamlined processes, minimized duplication of efforts, and enhanced communication and training

Objective 1: We will invest in professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.

Objective 2: We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.

Objective 3: We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks.

Objective 4: We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.

Objective 5: We will revise all District policies and procedures to implement the Community College League of California model policy.
III. 2018-23 DSP: Proposed Goals

Goal 5: We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources

Objective 1: We will enhance communication, support, and collaboration surrounding grant development processes for curricular and student support programs

Objective 2: We will develop community partnerships that can assist the District in achieving its mission and enhance student success by providing additional support to students

Objective 3: We will enhance the District and College foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn
III. 2018-23 DSP: Proposed Goals

Goal 5 (continued):

Objective 4: We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs

Objective 5: We will improve the resource allocation processes to be integrated with District strategic plan

Objective 6: We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs

Objective 7: We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges
IV. 2018-23 DSP: Development of Metrics and Targets

- DSP measures are being recommended by District Research Committee (DRC)

- DSP will incorporate measures from existing accountability systems

- “Data Down-Bottom Up” Approach
  - Preliminary targets will be developed by EPIE and DRC and go through a vetting process
  - Improvements in momentum points needed to attain Board’s completion goal (10 pct. pt. increase) will be estimated
V. 2018-23 DSP: Final DSP Development

DSP will incorporate:
- Input received from Board and college constituencies
- Recommendations resulting from evaluation of 2012-17 DSP

DSP will include:
- An updated mission statement
- Goals and Objectives
- One or more metrics associated with each objective
- Key measures identified through accreditation and state and federal accountability systems
- Targets associated with each metric
VI. 2018-23 DSP: Feedback and Approvals

- Finalize evaluation of 2012-17 DSP
- Continue to vet mission statement, plan, metrics, and targets through internal and external constituencies
- Continue to gather external input from business, education and civic groups
- Finalize goals, objectives, metrics, and targets in 2018-23 DSP
- Provide an opportunity for Board input/direction at Committee of the Whole
- Obtain College, SAC (Student Affairs Committee), Cabinet, and Board approvals (Sept.-October 2017)
Questions and Feedback
## Goal 1. Access and Preparation for Success

### Objective 1: Ensure equitable access to education

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Participation Rate</td>
<td>11.9%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of Eligible Students Receiving Pell Grant</td>
<td>66%</td>
<td>-5%</td>
<td>▼</td>
</tr>
</tbody>
</table>

### Objective 2: Increase the percentage of new students who complete the matriculation process

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of New Students Completing an <strong>English</strong> Assessment in the First Term or Before</td>
<td>78%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>Percentage of New Students Completing an <strong>Math</strong> Assessment in the First Term or Before</td>
<td>79%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>Persistence in the First Term or Before</td>
<td>72%</td>
<td>+14%</td>
<td>▲</td>
</tr>
<tr>
<td>Persistence in the First Term or Before</td>
<td>77%</td>
<td>+11%</td>
<td>▲</td>
</tr>
</tbody>
</table>

### Objective 3: Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of New Students Successfully Completing at Least <strong>English</strong> and Math</td>
<td>26%</td>
<td>+9%</td>
<td>▲</td>
</tr>
<tr>
<td>Persistence – Fall to Spring</td>
<td>89%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>Persistence – Fall to Fall</td>
<td>75%</td>
<td>+1%</td>
<td>▲</td>
</tr>
</tbody>
</table>

## Goal 2. Teaching and Learning for Success

### Objective 1: Provide a learner-centered learning environment

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of Active Learning / Project Learning</td>
<td>69%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>Measure of Student Engagement in and out of Class</td>
<td>19%</td>
<td>-1%</td>
<td>▼</td>
</tr>
<tr>
<td>Measure of Self-efficacy / Self-directed Learning</td>
<td>78%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>Measure of How Technology is Being Used to Improve Student Learning and Engagement</td>
<td>66%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Objective 2: Improve student outcomes

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of New Student Cohort Completing 30 Units in 3 Years</td>
<td>63%</td>
<td>+4%</td>
<td>▲</td>
</tr>
<tr>
<td>Percentage of New Student Cohort Completing 60 units in 3 Years</td>
<td>29%</td>
<td>+2%</td>
<td>▲</td>
</tr>
<tr>
<td>Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 3 Years</td>
<td>28%</td>
<td>+5%</td>
<td>▲</td>
</tr>
<tr>
<td>Percentage of New Student Cohort Successfully Completing English 101 and Math 125 (or above) in 6 Years</td>
<td>34%</td>
<td>+3%</td>
<td>▲</td>
</tr>
<tr>
<td>Completion Rate (i.e., certificate, degree, or transfer) in 3 Years</td>
<td>16%</td>
<td>+1%</td>
<td>▲</td>
</tr>
<tr>
<td>Completion Rate (i.e., certificate, degree, or transfer) in 6 Years</td>
<td>33%</td>
<td>-2%</td>
<td>▼</td>
</tr>
</tbody>
</table>

Change from Prior Years: ▲ = Improvement    ▼ = Decline

---

1 District participation rate is a new measure and data are only available for the 2015-16 academic year.

2 Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference.

In the case of measure 2.1.2, the question was only asked once in 2014.

3 Current 3-year data is from the 2012-13 cohort and 6-year data is from the 2009-10 cohort.
## Objective 3: Increase the number of students completing a certificate in a timely manner

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1</td>
<td>Number of certificates awarded&lt;sup&gt;4&lt;/sup&gt;</td>
<td>8,400</td>
<td>+4,718</td>
<td>▲</td>
</tr>
<tr>
<td>2.3.2a</td>
<td>Graduation Rates of Full-Time, First-Time, Degree/Certificate-Seeking Students within 150% of Normal Time to Completion</td>
<td>23%</td>
<td>+6%</td>
<td>▲</td>
</tr>
<tr>
<td>2.3.2b</td>
<td>Median time to degree</td>
<td>4.4</td>
<td>-0.1</td>
<td>▼</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Student Success Scorecard Builder Metric</td>
<td>18.5%&lt;sup&gt;5&lt;/sup&gt;</td>
<td>+10.3%</td>
<td>▲</td>
</tr>
</tbody>
</table>

## Goal 3. Organizational Effectiveness

### Objective 1: Assess and improve district process and services

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td>Satisfaction with District services&lt;sup&gt;b&lt;/sup&gt;</td>
<td>59%</td>
<td>+19.4%</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.2</td>
<td>College accreditation status (# of colleges above FA-W rating)</td>
<td>8</td>
<td>-1</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Total Full Time Equivalent Student (FTES)</td>
<td>107,601</td>
<td>+4,072</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Expenditures per FTES</td>
<td>$4,624</td>
<td>+$588</td>
<td>▲</td>
</tr>
<tr>
<td>3.1.5</td>
<td>Average class size</td>
<td>35.2</td>
<td>-5.8</td>
<td>▼</td>
</tr>
<tr>
<td>3.1.6</td>
<td>Fund balance</td>
<td>20.9%</td>
<td>+6.4%</td>
<td>▲</td>
</tr>
</tbody>
</table>

### Objective 2: Improve communications and governance throughout the district<sup>7</sup>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Effect decision making</td>
<td>47.3%</td>
<td>-2.8%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Participatory governance</td>
<td>37.7%</td>
<td>-2.6%</td>
<td>▼</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Overall rating of District-level governance</td>
<td>48.5%</td>
<td>-14.4%</td>
<td>▼</td>
</tr>
</tbody>
</table>

### Objective 3: Improve employee development opportunities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Staff development expenditures&lt;sup&gt;8&lt;/sup&gt;</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Goal 4. Resources and Collaboration

### Objective 1: Develop and diversify sources of revenue

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Actual expenditures for Other Specially Funded Programs</td>
<td>$52,019,623</td>
<td>+$8,729,180</td>
<td>▲</td>
</tr>
</tbody>
</table>

### Objective 2: District and foundations will significantly increase external resources in order to support the District and colleges

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1</td>
<td>Funds raised&lt;sup&gt;9&lt;/sup&gt;</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Objective 3: Increase business and community partnerships to support innovation and student learning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>2015</th>
<th>Change Since 2011</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1</td>
<td>Number and Types of Community/Business Partnerships&lt;sup&gt;10&lt;/sup&gt;</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Change from Prior Years: ▲ or ▼ = Improvement ▲ or ▼ = Decline

---

<sup>4</sup> These are the number of Chancellor’s Office Approved Certificates.

<sup>5</sup> The Skill Builder Metric is a new measure captured by the state and 18.5% is the rate from 2013-14 cohort. No data were available for the 2014-15 and 2015-16 academic years.

<sup>6</sup> Data from the student survey in years 2012 and 2014 was used, which means the change in scores only reflects a 2-year difference.

<sup>7</sup> Data from the biennial LACCD District-Level Governance and Decision Making Assessment completed in 2010, 2012, and 2014.

<sup>8</sup> Staff development expenditures require additional analysis to improve data accuracy and consistency and are not reported.

<sup>9</sup> Funds raised through foundations require additional analysis to improve data accuracy and consistency and are not reported.

<sup>10</sup> The number and types of business partnerships requires additional analysis to improve data accuracy and consistency and are not reported.
Draft Summary of Goals and Objectives for the New District Strategic Plan

Preamble: Comprised of the nine colleges; Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade Technical College, Los Angeles Valley College and West Los Angeles College, we, the Los Angeles Community College District have set these goals as fundamental to the success of our District, the colleges, and the students we serve.

Goal 1: We will increase college going for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to academic programs that meet community and student needs.

Objective 1: We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.

Objective 2: We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area.

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Objective 5: We will increase equity in the attainment of student milestones.

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Objective 2: We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.

Objective 3: We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks.

Objective 4: We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.

Objective 5: We will revise all District policies and procedures to implement the Community College League of California model policy.

Goal 5: We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.

Objective 1: We will enhance communication, support, and collaboration associated with grant development processes for curricular and student support programs.

Objective 2: We will develop community partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students.

Objective 3: We will enhance the District and College foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.

Objective 4: We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs.

Objective 5: We will improve the resource allocation processes to be integrated with District strategic plan.

Objective 6: We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs.

Objective 7: We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges.