Los Angeles Southwest College

Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation

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

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

December 2015
Certification of the Institutional Self Evaluation Report

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

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

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

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

Signatures:

Dr. Linda Rose, President, Los Angeles Southwest College

Scott Svonkin, President, Board of Trustees

Francisco C. Rodriguez, Chancellor, L.A. Community College District

Dr. Lawrence Bradford, Accreditation Liaison Officer

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Cassandra Walker, Chair, AFT College Staff Guild—1521A

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Pedro Montalvo, President, ASO

James Bradley, Local 99 SEIU
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A. Introduction

History of Los Angeles Southwest College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Description of Service Area**

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

<table>
<thead>
<tr>
<th>Median Household Income (Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASC Service Area</td>
</tr>
<tr>
<td>$40,381</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>POVERTY STATUS IN THE PAST 12 MONTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASC Service Area</td>
</tr>
<tr>
<td>27.9%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

**Enrollment Trends and Description of Student Population**

**Student Services Area**
LASC has consistently enrolled students from our Central Service Area for the past five years with a slight increase (1.8 percent) of students from 2013-2014 to the 2014-2015 academic year. LASC enrollments from the Central Service area yielded 63.5 percent of the credit enrollments and 58.3 percent of the credit student population on average over the past five years.

Credit and Non-Credit Enrollments and Headcount

LASC in the last five years had a peak in enrollments in 2013-2014 (fall and spring). This peak in enrollments allowed the college to take advantage of an opportunity to grow in FTES and receive funding above the usual from the state. The growth was primarily in the credit enrollments (21.6 percent increase). There was a 16 percent decrease in credit and non-credit enrollments from 2013-14 to 2014-15 with the greatest drop in credit enrollments (decrease of 15.3 percent) and a 20.7 percent drop in Non-credit enrollments.

<table>
<thead>
<tr>
<th>Non-Credit</th>
<th>Credit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>40,478</td>
<td>35,555</td>
</tr>
<tr>
<td>2011-2012</td>
<td>36,728</td>
<td>29,993</td>
</tr>
<tr>
<td>2012-2013</td>
<td>38,612</td>
<td>31,982</td>
</tr>
<tr>
<td>2013-2014</td>
<td>45,403</td>
<td>38,901</td>
</tr>
<tr>
<td>2014-2015</td>
<td>38,121</td>
<td>32,964</td>
</tr>
</tbody>
</table>

The increased FTES growth in 2013-14 fostered an increase in credit and non-credit headcount by 9.9 percent (with an increase of 10.3 percent in credit headcount and 7.7 percent increase in non-credit headcount). The 11.7 percent decrease from 2013-14 and 2014-15 resulted in a 12.7 percent decrease in credit and only a 3.3 percent decrease in non-credit headcount as the growth of enrollments were primarily in credit courses.
LASC in this five year period saw the most decrease in the “19 or less” credit students age group with an 18 percent decrease in students, while seeing the greatest increase in the “20-24” age group with an 8.6 percent increase. The rest of the age groups showed a gradual increase in headcount over the five-year period.

<table>
<thead>
<tr>
<th>Year</th>
<th>19 or less</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>37.3%</td>
<td>21.5%</td>
<td>12.4%</td>
<td>8.1%</td>
<td>6.1%</td>
<td>9.4%</td>
<td>5.2%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>27.7%</td>
<td>27.0%</td>
<td>14.5%</td>
<td>8.7%</td>
<td>6.4%</td>
<td>9.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>27.7%</td>
<td>26.7%</td>
<td>14.3%</td>
<td>9.0%</td>
<td>6.2%</td>
<td>9.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>27.7%</td>
<td>26.4%</td>
<td>14.8%</td>
<td>8.8%</td>
<td>6.2%</td>
<td>9.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>19.3%</td>
<td>30.2%</td>
<td>16.5%</td>
<td>9.8%</td>
<td>7.0%</td>
<td>9.0%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

LASC’s credit student population is primarily Black/African-American. Over the past five years, although the Black/African-American population has decreased from 2010-11 to 2013-14 by 9.2 percent, from 2013-14 to 2014-15, the population has increased by 3.2 percent. Meanwhile, the Hispanic population increased by 8.4 percent from 2010-11 to 2013-14 with a slight decrease in 2014-15 (3.1 percent). The other ethnic groups have been pretty stable in the percentages.
LASC is seeing the fruit of our labor as it relates to increase the male students population. Although the credit students’ gender percentage has been stable over the last five years, there has been a 1.7 percent increase in the male population from 2010-11 to 2014-2015.

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

Math still presents a developmental climb as 87.6 percent of students assessed require remediation in math. Furthermore, 77.5 percent of students assess into the noncredit levels of the math sequence.
A student who assesses into noncredit math and English will require three semesters of remedial English and math before they are able to enroll in transfer-level English and math. However, remedial math courses have the lowest course success rates in the college. Thus, it is more likely that a student will require at least four semesters, or two years, of remedial English and math courses before even attempting transfer-level English and math. Thus, the odds of transferring to a 4-year university within two years are very low. Further, students with remedial English and math skills are less likely to pass other courses that require college-level English and/or math. A student with an eighth grade reading level, for instance, will likely not perform well in a college-level political science course. Thus, it is important that LASC moves students through the remedial sequences as efficiently as possible, so that students are able to achieve their goals in a reasonable timeframe.

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

**Unit Load Distribution**

LASC is seeing a slow increase in the percentage of students who are moving from part-time to full-time, which has leveled off in the 2014-15 academic year. This increase in full-time student enrollments is fostered by the 7.9 percent increase in full-time student enrollments from fall 2012 to fall 2014, with a 3.5 percent increase in students who took a full load from fall 2013 to fall 2014. Likewise, there has also been an increase of 2.3 percent in students taking “6 to 11 units” from fall 2013 to fall 2014. This increased momentum in students taking a full-time load will increase the number of students who will have a better opportunity to graduate within five years, which in turn will improve graduations rates.
B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

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

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

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

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

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

LASC’s focus for the past five years has been to increase the success, retention and graduation rates of our Black/African-American and Hispanic males. In reviewing the Chancellor’s Office Scorecard data, although the trend of most indicators peaked in 2011-2012 and have slightly declined in 2013-2014, there are indications in these data that the minority male population is beginning to show progress from LASC’s various initiatives. The overall Completion Rate Indicator Measure focuses on the “Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years
through 2013-14 who completed a degree, certificate or transfer-related outcomes.” The males “Overall Completion Rates” are higher than the female population by 3.5 percent. LASC’s current initiatives are also focusing on the unprepared student for which the data shows improvement in the underprepared males whose completion rates are greater than the female students’ and an improvement in the unprepared Hispanic students’ completion rates.

![Course Completion Rate - by Gender](image1)

![Course Completion Rate - by Ethnicity](image2)

![Completion Rate Unprepared - by Gender](image3)

![Completion Rate Unprepared - by Ethnicity](image4)

Source: Los Angeles Southwest College Student Success Scorecard
### Institution-Set Standards

**Los Angeles Southwest College Student Success Scorecard Data**

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the measure</th>
<th>Institution Set Standard</th>
<th>SP Goal</th>
<th>2013-2014</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Five Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Completion Rate</strong></td>
<td>Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes.</td>
<td>N/A</td>
<td>S4</td>
<td>31.1%</td>
<td>31.4%</td>
<td>35.5%</td>
<td>32.3%</td>
<td>31.6%</td>
<td>32.4%</td>
</tr>
<tr>
<td><strong>College Prepared Completion Rate</strong></td>
<td>Completion rate for students whose lowest course attempted I Math and/or English was college level.</td>
<td>N/A</td>
<td>S4</td>
<td>63.3%</td>
<td>66.7%</td>
<td>81.9%</td>
<td>63.0%</td>
<td>68.6%</td>
<td>68.7%</td>
</tr>
<tr>
<td><strong>College Unprepared Completion Rate</strong></td>
<td>Completion rate for students whose lowest course attempted I Math and/or English was remedial level.</td>
<td>N/A</td>
<td>S4</td>
<td>29.0%</td>
<td>28.9%</td>
<td>30.5%</td>
<td>30.4%</td>
<td>29.6%</td>
<td>29.7%</td>
</tr>
<tr>
<td><strong>CTE Completion Rate</strong></td>
<td>The percentage of students who attempted a CTE course for the first-time and completed &gt; 8 units in the subsequent 3 years in a single discipline and who achieved any of the following outcomes within six years of entry: Earned any AA/AS or credit Certificate; Transfer to four-year institution; or Achieved “Transfer Prepared”.</td>
<td>N/A</td>
<td>S1</td>
<td>55.0%</td>
<td>57.1%</td>
<td>55.6%</td>
<td>53.9%</td>
<td>55.7%</td>
<td>55.5%</td>
</tr>
<tr>
<td><strong>Number of Degrees Awarded</strong></td>
<td>Earned any AA/AS or credit Certificate (Chancellor’s Office approved)</td>
<td>N/A</td>
<td>S1</td>
<td>606</td>
<td>380</td>
<td>366</td>
<td>388</td>
<td>316</td>
<td>411</td>
</tr>
<tr>
<td><strong>Number of Certificates Awarded</strong></td>
<td>Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)</td>
<td>N/A</td>
<td>S2</td>
<td>27</td>
<td>23</td>
<td>35</td>
<td>63</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td><strong>Number of Students Who Transferred to a 4-Year University</strong></td>
<td>Achieved “Transfer Prepared” status</td>
<td>N/A</td>
<td>S3</td>
<td>161</td>
<td>214</td>
<td>240</td>
<td>228</td>
<td>352</td>
<td>239</td>
</tr>
</tbody>
</table>

Source: [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)
Following are the Institutional Set Standards set forth by the Strategic Planning Committee in March 2015 as requested by the ACCJC.

### Overall Persistence Rate

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point):
- Enroll in first 3 consecutive primary semester terms (or 4 quarter terms) anywhere in the CCC system.

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the measure</th>
<th>Institution Set Standard</th>
<th>SP Goal</th>
<th>SP Target</th>
<th>2013-2014</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Five Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Persistence Prepared</em></td>
<td>Lowest attempted English or Math course was 'Prepared for College Level'</td>
<td>N/A</td>
<td>A6</td>
<td>57.4%</td>
<td>50.7%</td>
<td>50.2%</td>
<td>53.1%</td>
<td>51.5%</td>
<td>52.6%</td>
<td></td>
</tr>
<tr>
<td><em>Persistence Unprepared</em></td>
<td>Lowest attempted English or Math course was 'Unprepared for College Level'</td>
<td>N/A</td>
<td>A6</td>
<td>57.1%</td>
<td>50.9%</td>
<td>49.0%</td>
<td>53.3%</td>
<td>51.6%</td>
<td>52.4%</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Rate of Students completing 30 Units

Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition of the measure</th>
<th>Institution Set Standard</th>
<th>SP Goal</th>
<th>SP Target</th>
<th>2013-2014</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>Five Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Overall Rate of Students completing 30 Units - Prepared</em></td>
<td>Percentage of prepared degree, certificate and/or transfer-seeking students tracked for six years who completed at least 30 units.</td>
<td>N/A</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
<td>51.1%</td>
<td>51.7%</td>
<td>50.2%</td>
<td>51.4%</td>
<td>49.1%</td>
</tr>
<tr>
<td><em>Overall Rate of Students completing 30 Units - Unprepared</em></td>
<td>Percentage of unprepared degree, certificate and/or transfer-seeking students tracked for six who completed at least 30 units.</td>
<td>N/A</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
<td>50.4%</td>
<td>53.1%</td>
<td>50.3%</td>
<td>51.9%</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

Source: [http://scorecard.cccco.edu/scorecard.aspx](http://scorecard.cccco.edu/scorecard.aspx)

Los Angeles Southwest College Institutional Set Standards

Los Angeles Southwest College Institutional Self Evaluation Report 22
Degrees and Certificates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates of Arts (AA) Degree</td>
<td>261</td>
<td>240</td>
<td>271</td>
<td>417</td>
<td>480</td>
</tr>
<tr>
<td>Associates of Science (AS) Degree</td>
<td>85</td>
<td>66</td>
<td>52</td>
<td>64</td>
<td>58</td>
</tr>
<tr>
<td>Associate of Science for Transfer (ST) Degree</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates 30 to &lt;60 units</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Certificates 18 to &lt;30 units</td>
<td>11</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>CSU GE Cert</td>
<td>37</td>
<td>51</td>
<td>45</td>
<td>102</td>
<td>127</td>
</tr>
<tr>
<td>IGETC GE Cert</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>416</td>
<td>396</td>
<td>400</td>
<td>629</td>
<td>711</td>
</tr>
</tbody>
</table>

Source: LACCD Student Information System, Student & Stud_Credit, Stud_fees_collect & Ancy_Loans tables. Retrieved on September 9, 2015. Subject to change thereafter. Associate degrees include Associate’s in Arts (AA), Associate’s in Science (AS), as well as AA & AS for Transfer degrees. Credit certificates only.

Institutional set standards were set for degrees and certificates. LASC recognizes that, historically, it takes our students up to six years to complete a degree program. With the institution of the Student Success Initiative which requires students to go through the matriculation process (orientation, assessment, meeting with a Counselor to create their Student Educational Plan and declare a major), our students will have a roadmap to guide them through their educational journey with positive outcomes.

Through the Student Support Services Program, students are monitored and encouraged to complete the matriculation process. The numbers of students receiving degrees have increased significantly (over the institutional set standard set in March). This standard will be reviewed by the Strategic Planning Committee (which has representation from all campus stakeholders) next year when we will review current data and also evaluate the positive effects of Student Support Services and the Equity Plan initiative and their positive effect upon increasing degree attainment at LASC.

The 2014-2015 data, in relationship to the previous years’ data, are reviewed annually by the college via the Program Review process for which academic, student services, and administrative services review fall term data and develop strategies to support student populations of interest. For example, the male student population, especially Black and Hispanic males, have been the focus for the last few years in the area of increasing their numbers, success, and degree and certificate attainment. LASC’s Student Success Program and Equity for All initiatives will be the springboard to continue the work of supporting these populations, as well as Veterans.

The following tables disaggregate degrees and certificates by demographic.
LASC’s female students (69 percent of the credit student population) continue the successful attainment of Associate Degrees and Certificates. Although there was an increase in the male students’ attainment of degrees (3.7 percent increase) and certificates (5.3 percent increase) from 2012-13 to 2013-14, there has been a decline in the last year.

LASC is seeing a steady increase in the “25 -39” age group who have received degrees and certificates in the past five years.

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LASC’s Hispanic students have steadily increased in attaining degrees (+13.2 percent) and certificates (+12.6 percent) since the 2011-12 academic year, while Black/African American students attainment of degrees (-9.8 percent) and certificates (-13.9 percent) have declined. One reason for this decline in the Black/African American students is the availability of the Multi-Ethnic race/ethnicity designation for which multi-racial black students are using as their designation as shown by the increase in the Multi-ethnic Ethnicity designation.
The availability of Financial Aid to LASC’s students have increased their opportunity to complete their educational goal of attaining a degree by 2 percent, while the students not receiving financial aid had a 2 percent decrease in attaining a degree. Both groups (those receiving financial and those not receiving financial aid) had a 2 percent decrease in certificate completion.

LASC Transfer Volume

Data Sources: [http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx](http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx);
[http://asdcalstate.edu/ccc/SummaryYear.asp](http://asdcalstate.edu/ccc/SummaryYear.asp);
[http://www.universityofcalifornia.edu/infocenter/california comunidad college enrollments uc](http://www.universityofcalifornia.edu/infocenter/california comunidad college enrollments uc)

LASC is slowly seeing an increase in transfers to the UC/CSU systems. As LASC institutes the Student Support and Success Services initiatives, ensuring that every new student completes the matriculation process, along with initiatives developed through the Student Equity Program, LASC will see an increase in transfers to all systems, public and private.
Retention and Successful Course Completion

The following indicators are a comparison between students within the various demographic indicators:

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Retention</th>
<th>Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86.1%</td>
<td>86.5%</td>
</tr>
<tr>
<td>Male</td>
<td>87.4%</td>
<td>87.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>Retention</th>
<th>Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>87.0%</td>
<td>86.3%</td>
</tr>
<tr>
<td>20-24</td>
<td>85.1%</td>
<td>85.7%</td>
</tr>
<tr>
<td>25-29</td>
<td>85.3%</td>
<td>84.9%</td>
</tr>
<tr>
<td>30-34</td>
<td>86.9%</td>
<td>85.8%</td>
</tr>
<tr>
<td>35-39</td>
<td>88.0%</td>
<td>85.6%</td>
</tr>
<tr>
<td>40-49</td>
<td>87.6%</td>
<td>85.9%</td>
</tr>
<tr>
<td>Over 50</td>
<td>87.4%</td>
<td>85.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Retention</th>
<th>Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>84.7%</td>
<td>85.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>93.0%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>86.0%</td>
<td>85.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>88.6%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>77.5%</td>
<td>83.2%</td>
</tr>
<tr>
<td>Other</td>
<td>88.8%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>82.9%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>85.4%</td>
<td>85.0%</td>
</tr>
<tr>
<td>White</td>
<td>84.8%</td>
<td>85.6%</td>
</tr>
</tbody>
</table>

Technical Notes: Retention = ABCDFPNI/ABCDFPNIW; Success = ABCP/ABCPNIW
Data Source: LACCD DEC SIS STUD_ENROLLMENT, STUDENT, and STUD_SEMC tables.
LASC retention and success rates have become stable over the last two academic years with the five-year average retention rate of 84.4 percent and the five-year average success rate of 60.6 percent. Retention rates between the genders have only a 0.9 percent difference, while the success rates of both genders increased until 2012-2013 and have declined slowly with only a 2.9 percent difference (in favor of the females). The five-year averages of both genders have increased over the past five years with only a 1.8 percent gap between females and males.

Retention within all age groups increased between 2010-2011 and 2012-2013 and slowly declined over the next two years. Although the success rates have decreased and increased amongst the age groups, the “40-49” age group’s success rates have increased over the past five academic years and have the highest five-year average (68.1%) of all the age groups.

Retention and success rates within all ethnic groups have also been unstable (up one year and down the next) over the past five years. One group, in particular, the Asians, which are 2 percent of the population, have a five year average retention rate of 90.5 percent with an average 5 year success rate of 80.9 percent, while the 5 year success rate of next highest ethnic group is 69.7 percent.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran</td>
<td>89.6%</td>
</tr>
<tr>
<td>Not a Veteran</td>
<td>86.4%</td>
</tr>
</tbody>
</table>

SOCIO-ECONOMIC STATUS

| Financial Aid | 88.2% | 88.1% | 87.4% | 86.1% | 85.6% | 87.1% | 62.6% | 65.1% | 65.9% | 63.4% | 62.2% | 63.8% |
| Not Financial Aid | 84.4% | 83.5% | 81.4% | 78.9% | 78.9% | 81.4% | 55.2% | 58.2% | 59.2% | 56.9% | 56.1% | 57.1% |

DISABLED STUDENTS

| DSPS | 87.9% | 84.4% | 85.7% | 83.9% | 82.9% | 85.0% | 60.7% | 60.7% | 63.2% | 60.3% | 53.7% | 59.7% |
| Not DSPS | 86.5% | 85.9% | 84.4% | 82.5% | 82.3% | 84.3% | 59.2% | 61.9% | 62.6% | 60.2% | 59.3% | 60.6% |

DISTANCE EDUCATION

| On Campus | 87.1% | 86.8% | 85.5% | 83.2% | 82.7% | 85.1% | 59.9% | 62.8% | 63.7% | 61.1% | 60.2% | 61.6% |
| Online | 76.7% | 76.0% | 73.7% | 75.3% | 79.2% | 76.2% | 48.5% | 50.5% | 50.6% | 50.5% | 51.3% | 50.3% |

Retention and success rates within the veteran population is higher than non-veterans with a five year retention rate average 3.3 percent higher than non-veterans and a success rate 1 percent higher than non-veterans.
Again, students who are recipients of Financial Aid (PELL and/or BOGG grants) have higher retention rates (+5.7 percent) and success rates (+6.7 percent) per the five-year average percentages.

There is a very small percentage difference between LASC’s disabled student population and the rest of the student as it relates to retention and success.

LASC’s distance education is growing and maturing. There has been a gradual increase in retention rates over the past five years with a five year average rate of 76.2 percent (with a 8.9 percent gap). Likewise, the success rate of online students has increased by 2.8 percent over the past five years with only an 11.3 percent gap as compared to the face-to-face success as it relates to the five year average success rate.

**Retention and Successful Course Completion – Online, On Campus**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>87.1%</td>
<td>86.8%</td>
<td>85.5%</td>
<td>83.2%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Online</td>
<td>76.7%</td>
<td>76.0%</td>
<td>73.7%</td>
<td>75.3%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Overall</td>
<td>86.5%</td>
<td>85.9%</td>
<td>84.5%</td>
<td>82.5%</td>
<td>82.3%</td>
</tr>
</tbody>
</table>

There has been a very small percentage difference between LASC’s Online and On Campus retention rates over the past five years. The retention rates of online classes have gradually improved over the past five years resulting in a reduced the retention gap from 10.4% in 2010-2011 to 3.5% in 2014-2015.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>59.9%</td>
<td>62.8%</td>
<td>63.7%</td>
<td>61.1%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Online</td>
<td>48.5%</td>
<td>50.5%</td>
<td>50.6%</td>
<td>50.5%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Overall</td>
<td>59.2%</td>
<td>61.8%</td>
<td>62.6%</td>
<td>60.2%</td>
<td>59.2%</td>
</tr>
</tbody>
</table>
Likewise, the gap between success rates for “Online” classes and “On Campus” classes has decreased from 11.4 percent in 2010-2011 to 8.9 percent in 2014-2015.

**Persistence**

Following are the persistence rates from Fall–to-Fall and Fall–to-Spring for credit and non-credit students. Although this table gives a traditional view of all students who enroll in the college, it does not adequately track students as students who are not successful in a particular term may not return in the next term. Also, students who are not degree or certificate seeking may only come for a course or two and may not return the next term.

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall Term 1</th>
<th>Fall Term 2</th>
<th>Fall Term 3</th>
<th>Fall Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>5,372</td>
<td>3,479</td>
<td>2,491</td>
<td>2,016</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>4,831</td>
<td>3,198</td>
<td>2,332</td>
<td>1,907</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4,909</td>
<td>3,413</td>
<td>2,431</td>
<td>1,878</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>5,753</td>
<td>3,602</td>
<td>2,622</td>
<td>2,062</td>
</tr>
</tbody>
</table>

Technical Notes: Persistence of students (credit and non-credit) who enrolled in the Fall term and persisted to the next spring and fall terms.

For a better view of persistence, the following tables reflect students who enrolled in the fall term and were successful in their courses (with grades = A, B, C, or P) and persisted to the next fall term.

The following tables show a more stable persistence from fall–to-fall terms of students who were successful in the preceding fall term. Persistence in gender shows an increase in persistence in the male students with male and female persistence very close in the Fall 2012 cohort who persisted to Fall 2013. Persistence in Black/African Americans, Hispanic, Multi-Ethnic increased from Fall 2010-to-Fall 2011 through Fall 2012-to-Fall 2013, but fell off in Fall 2013-to-Fall 2014. The persistence of the American Indian and Pacific Islander population increased in the last two years.

The “50 and over” age group and the “35-39” had the most stable persistence rates throughout the four years in which persistence was tracked.
### Female

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010 to Fall 2011</th>
<th>Fall 2011 to Fall 2012</th>
<th>Fall 2012 to Fall 2013</th>
<th>Fall 2013 to Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44.1%</td>
<td>46.8%</td>
<td>50.2%</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2010 to Fall 2011</th>
<th>Fall 2011 to Fall 2012</th>
<th>Fall 2012 to Fall 2013</th>
<th>Fall 2013 to Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>69.2%</td>
<td>53.8%</td>
<td>33.3%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>28.6%</td>
<td>40.4%</td>
<td>32.7%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>47.8%</td>
<td>51.2%</td>
<td>53.0%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>45.8%</td>
<td>44.8%</td>
<td>46.0%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Multi-Ethnic</td>
<td>48.8%</td>
<td>45.1%</td>
<td>53.5%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Other</td>
<td>31.6%</td>
<td>57.1%</td>
<td>25.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>27.3%</td>
<td>50.0%</td>
<td>45.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>45.8%</td>
<td>44.8%</td>
<td>52.4%</td>
<td>46.7%</td>
</tr>
<tr>
<td>White</td>
<td>24.7%</td>
<td>29.3%</td>
<td>27.8%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

### Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2010 to Fall 2011</th>
<th>Fall 2011 to Fall 2012</th>
<th>Fall 2012 to Fall 2013</th>
<th>Fall 2013 to Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>47.3%</td>
<td>45.0%</td>
<td>44.7%</td>
<td>37.2%</td>
</tr>
<tr>
<td>20-24</td>
<td>44.9%</td>
<td>49.0%</td>
<td>51.5%</td>
<td>47.4%</td>
</tr>
<tr>
<td>25-29</td>
<td>44.5%</td>
<td>45.3%</td>
<td>47.4%</td>
<td>46.7%</td>
</tr>
<tr>
<td>30-34</td>
<td>41.3%</td>
<td>49.3%</td>
<td>49.3%</td>
<td>48.6%</td>
</tr>
<tr>
<td>35-39</td>
<td>50.9%</td>
<td>50.2%</td>
<td>50.9%</td>
<td>50.4%</td>
</tr>
<tr>
<td>40-49</td>
<td>46.3%</td>
<td>56.1%</td>
<td>55.7%</td>
<td>51.0%</td>
</tr>
<tr>
<td>50+</td>
<td>51.8%</td>
<td>49.7%</td>
<td>56.5%</td>
<td>51.6%</td>
</tr>
</tbody>
</table>

Technical Notes: Persistence of students who were successful in the Fall term and persisted to the next fall term. Data Source: LACCD DEC SIS STUD_ENROLLMENT and STUDENT tables.
C. Organization of the Self Evaluation Process

LASC 2016 Self-Evaluation Accreditation Teams

College President: Dr. Linda Rose
Accreditation Liaison Officer/Vice President Academic Affairs: Dr. Lawrence Bradford
Accreditation Faculty Co-Chair: Dr. Ralph Davis
Accreditation Faculty Editor: Jessica Drawbond

**Standard 1**

**Administrative Co-Chair:** Mr. Rick Hodge  
**Faculty Co-Chair:** Ms. Kim McBride  
**Team Members:**  
Lynn Bebelle  
Lorrine Bell  
Jeff Bohn  
Ben Demers  
Nkonye Ezeobah  
Cassaundra Walker

**Standard 2**

**Administrative Co-Chair:** Dr. Alison Moore  
**Faculty Co-Chair:** Dr. Marini Smith  
**Team Members:**  
Kim Carpenter  
Jose Lara  
Chauncine Stewart  
Naja El Khoury  
Ron Haynes  
Juan Carlos Astorga  
Rose Calderon

**Standard 3**

**Administrative Co-Chair:** Mr. Ferris Trimble  
**Faculty Co-Chair:** Mr. James Hicks  
**Team Members:**  
Vibha Gupta  
Christopher Herwerth  
Allison Mah  
Monica Moreno  
Jerome Robertson  
Pamela Sanford

**Standard 4**

**Administrative Co-Chair:** Dr. Tangelia Alfred  
**Faculty Co-Chair:** Dr. Allistair Callender  
**Team Members:**  
Dr. Sandra Lee  
Dr. Tangelia Alfred  
LaVonne Hamilton  
Esther Glaze  
Angela Torres
D. Organizational Information

Organizational Charts
A. District-College Functional Map

**KEY:**

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P = Primary Responsibility</td>
<td>Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement</td>
</tr>
<tr>
<td>S = Secondary Responsibility</td>
<td>Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility</td>
</tr>
<tr>
<td>SH = Shared Responsibility</td>
<td>The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard I.A. Mission</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
<td>P</td>
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<td>3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</td>
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<tr>
<td>4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.</td>
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<th>Standard I.B. Assuring Academic Quality and Institutional Effectiveness</th>
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<tr>
<td>1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</td>
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<tr>
<td>2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.</td>
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<td>3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.</td>
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<td>4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</td>
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1 represents not applicable
### Standard 1.B. Assuring Academic Quality and Institutional Effectiveness

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

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

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

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

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9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

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### Standard 1.C. Institutional Integrity

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

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2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

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

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

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

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6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

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<td>7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.</td>
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<td>8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
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<td>9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
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<td>10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
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<td>11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
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<td>12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.</td>
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<td>13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.</td>
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<td>14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</td>
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**STANDARD II: Student Learning Programs and Support Services**

*Standard II.A. Instructional Programs*

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<td>1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.</td>
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<td>2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
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<td>3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
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<td>4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</td>
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<td>5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.</td>
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<td>6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.</td>
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<td>7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
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<td>8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</td>
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<td>9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock to credit hour conversions.</td>
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### Standard II.A. Instructional Programs

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<td>10. The institution makes available to its students clearly stated transfer of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
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<td>11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
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<td>12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.</td>
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<td>13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
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<td>14. Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</td>
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<td>15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
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<tr>
<td>16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</td>
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**Standard II.B. Library and Learning Support Services**

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

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

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

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

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**Standard II.C. Student Support Services**

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

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

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

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

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### Standard II.C. Student Support Services

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

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

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

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

### Standard III: Resources

#### Standard III.A. Human Resources

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

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

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

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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

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

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

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

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9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

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10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

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

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

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

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

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

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**Standard III.B. Physical Resources**

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

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

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

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

### Standard III.C. Technology Resources

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

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

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

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

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

### Standard III.D. Financial Resources

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

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

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
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<tr>
<td>5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</td>
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<td>6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</td>
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<td>7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
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<td>8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</td>
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<td>9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</td>
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<td>10. Effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</td>
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<td>11. The level of financial resources provides a reasonable expectation of both short term and long term financial solvency. When making short-range financial plans, the institution considers its long range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</td>
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<td>12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</td>
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<td>13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.</td>
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<td>14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</td>
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<td>15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.</td>
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<td>16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.</td>
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STANDARD IV: Leadership and Governance

**Standard IV.A. Decision-Making Roles and Processes**

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

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2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

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3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

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4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

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5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

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6. The processes for decision making and the resulting decisions are documented and widely communicated across the institution.

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7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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**Standard IV.B. Chief Executive Officer**

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

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Standard IV.B. Chief Executive Officer

[Boxed text: strict/system mission and revises them as necessary.]
### Standard IV.C. Governing Board

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8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

### Standard IV.D. Multi-College Districts or Systems

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1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.
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<th>Standard IV.D. Multi-College Districts or Systems</th>
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<td>3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</td>
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<td>4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</td>
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<td>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
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<td>6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
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<td>7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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Approved by DPAC on 11/20/15
E. Certification of Continued Institutional Compliance with Eligibility Requirements

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

Los Angeles Southwest College (LASC) is a two-year community college operating under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (ER.1-1: Education Code 70900-70901).

The Los Angeles Community College District (LACCD) Board of Trustees recognizes LASC as one of the nine colleges operating in the District. Los Angeles Southwest College is currently accredited by the Accrediting Commission for Community and Junior Colleges (ER.1-2: Los Angeles Community College screenshot; ER.1-3: Accrediting Commission Action Letter dated July 3, 2014).

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

Los Angeles Southwest College (LASC) has operated continuously since it was established in 1967, offering day, evening, Saturday and online/hybrid classes in a variety of term lengths so that students may complete academic and vocational programs that lead to certificates and associate degrees, transfer to four-year institutions, and employment opportunities (ER.2-1: Class schedule; ER.2-2: Fall 2014 college profile).

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

Los Angeles Southwest College offers 44 degree programs that are two years in length and 42 certificate programs, along with the 13 approved Associate Degrees for Transfer (ADT’s) that may be found in the college catalog. More than half the students enrolled in the College are enrolled in degree applicable courses.

All associate degrees consist of courses required for the major or area of emphasis, general education, and degree-applicable elective units to achieve the 60-unit minimum as required in LACCD Board Rules 6201.13 and 6201.14 (ER.3-1: List of degrees and certificates; ER.3-2: College catalog; ER.3-3: LACCD Board Rules 6201.13 and 6201.14).
4. Chief Executive Officer

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

The Chief Executive Officer of the LACCD is the Chancellor, Dr. Francisco C. Rodriguez, who has served in this capacity since June 1, 2014. His full-time responsibility is to oversee the LACCD with its nine colleges in accordance with Board policies and rules. The Chief Executive Officer of Los Angeles Southwest College is Dr. Linda Rose, who commenced her duties and responsibilities on August 4, 2014. As President, Dr. Rose’s primary responsibilities are to oversee the operation of the College. Neither Dr. Rodriguez nor Dr. Rose serves as the chair of the governing board (ER.4-1: Chancellor’s Biography; ER.4-2: President’s Biography; ER.4-3: Board Rule 2200; ER.4-4: Current Board of Trustees Members).

5. Financial Accountability

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

Annual external financial audits are conducted of each college in the Los Angeles Community College District by a certified public accountant. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public. Information regarding LASC’s compliance with Title IV federal regulations can be found in the College’s response to the Policy on Institutional Compliance with Title IV (ER.5-1: Certified Annual Financial Audits for 2012, 2013, and 2014).

Eligibility Requirements #6 through #21 are addressed in the Self-Evaluation Report.

Certification of Continued Institutional Compliance with Eligibility Requirements
Evidence List

ER.1-1: Education Code 70900-70901
ER.1-2: Los Angeles Community College (LACCD) screenshot
ER.2-1: Class schedule
ER.2-2: Fall 2014 college profile
ER.3-1: List of degrees and certificates
ER.3-2: College Catalog

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ER.3-3: LACCD Board Rules 6201.13 and 6201.14
ER.4-1: Chancellors Biography
ER.4-2: Presidents Biography
ER.4-3: Board Rule 2200
ER.4-4: Current Board of Trustees Members
F. Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of the Commission and Member Institutions

Los Angeles Southwest College was accredited in 1967 and has continually served as an accredited community college in south Los Angeles since its opening (CP.1). As a voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC), the College is committed to nongovernmental accreditation that is focused on self-regulation, quality assurance to the public, and continuous institutional improvement.

All Los Angeles Southwest College accreditation activities are coordinated through the Office of Institutional Effectiveness and the Accreditation Steering Committee (CP.2 and CP.3). The development of the Institutional Self Evaluation Report, takes place over a two-year period. Participants in the preparation of the Self Evaluation Report represent the College's students, staff, faculty and administration (CP.4; CP.5; and CP.6). The Accreditation Steering Committee distributed drafts of the 2016 Self Evaluation Report to the Academic Senate and College Council in October 2015 for review and comment by the College community (CP 7). There was an accreditation retreat in August 2015 providing all members of the campus community an opportunity to contribute and provide feedback prior to the completion of the Self Evaluation Report (CP 8).

The College maintains all correspondence and records on the accreditation history of the institution, including substantive change applications (CP.9; CP.10; CP.11; CP.12; and CP 13). Historic accreditation records are archived on the Los Angeles Southwest College website on the accreditation page (CP 14). An accreditation link is included on the College homepage (CP.15). External evaluation reports and Commission action letters are posted on the College's accreditation web page within the appropriate accreditation cycle (CP.16). All communication between the Commission and the institution is sent directly to the College president (CP.17).
Policy on Institutional Degrees and Credits

Los Angeles Southwest College adheres to the 60 semester unit requirement set forth in Title 5, Section 55063 of the California Code Regulations (CP.18) and in the Los Angeles Community College District (LACCD) Board Rule 6201.10 (CP.19). This requirement is also included in the Southwest College 2015-2016 General Catalog (CP.20). All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 unit minimum requirement.

The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 (CP.21) and LACCD Administrative Regulation E-113 (CP.22). One credit hour of instruction requires a minimum of 48 hours of study, including: lecture, out-of-class work, or laboratory work. At Southwest College, one credit hour is 54 hours of study. For example, one credit hour equates to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week based on an 18-week semester. This time is then adjusted to extend scheduled class time for the 16-week semester.
**Policy on Transfer Credit**

All colleges within the LACCD, including Los Angeles Southwest College will accept degree-applicable coursework completed at other colleges for the purpose of Associate Degree general education using the following guidelines (CP.23):

- Coursework must be completed at an institution accredited by a recognized regional accrediting body.
- Coursework must be Associate Degree applicable.
- A student must submit official transcripts from the originating institution consistent with current Board policy.
- The college will honor each course in the same general education area in which the originating institution placed each course. Equivalency to an LACCD course is not required and does not prohibit application of the course to an alternative general education area, if deemed beneficial to the student.
- Courses taken at the originating institution that do not appear on that college’s general education pattern will be applied to an LACCD general education area based on course content equivalency to a general education course offered at an LACCD campus.
- A minimum grade of "C" (2.0) is required in each course used to fulfill the English and mathematics competency requirement.

**Credit for Courses Completed at Non-Accredited Institutions**

Students transferring from non-accredited institutions may, after successful completion of 30 units with a “C” or better grade point average at Los Angeles Southwest College, petition to have previously completed non-accredited courses evaluated for acceptance by the College. Only 15 units of those credits may be accepted (Cp. 24).

The following exceptions may be made to this regulation:

1. **Credit for Graduates of Diploma Schools of Nursing:** The following amount of credit is authorized for graduates of Diploma Schools of Nursing who enter the Los Angeles Community Colleges (CP. 25):
   a. Thirty (30) semester units of credit will be given to graduates of Diploma Schools of Nursing under the following conditions:
      i. The student presents a valid, current California certificate as a licensed registered nurse to the designated administrative officer; and
      ii. The student had completed at least 12 units of credit at the college to which application is made.
   b. The work of graduates of Diploma Schools of Nursing outside California will be recognized if the student has a valid, current California license. Credit will be given even though the license was obtained on the basis of reciprocity with another state rather than by examination.
c. Candidates for the Associate of Arts or Associate of Science Degree are exempt from Health Education as a general education requirement. No other general education requirements will be waived.
d. Additional courses in Nursing may be taken for credit only upon approval of the Nursing Department.
e. The transcript is not to reflect the major field nor should the diploma, where given, indicate Nursing as a major.

2. Credit for Military Service Training: Students who are currently serving in or have served in the military service shall have an evaluation of credit earned through military service training schools and/or military occupational specialties, if appropriate (CP. 26).

3. Credit for Law Enforcement Academy Training: Credit for basic recruit academy training instructional programs in Administration of Justice or other criminal justice occupations shall be granted as follows (CP. 27):
   a. Credit will be given for training from institutions that meet the standards of training of the California Peace Officers Standards and Training Commission.
   b. A single block of credit will be given and identified as academy credit.
   c. One unit of credit may be granted for each 50 hours of training, not to exceed ten semester units or their equivalent.

Credits granted by an institution of higher education for basic recruit academy training, under the above provisions, shall not be identified as equivalent to any required course in the major.

Credit by Examination

A College President may designate courses listed in the college catalog wherein any student who satisfies the following requirements may be granted credit by examination (CP. 28):
1. Is currently registered and in good standing, and has a minimum cumulative grade point average of 2.0
2. Has completed 12 units within the Los Angeles Community College District
3. Is not currently enrolled in, or has not completed a more advanced course in this discipline
4. Has never taken the same course for Credit by Examination and passed or not passed the examination

Limitation on Petitioning for Examination: The maximum of units for which a student may petition for credit by examination at the college shall be 15 units (CP. 29).

Maximum Units Allowable: The maximum number of credit by examination units with a grade of “P” (or “CRX” for courses taken before and up to Fall 2009) that may be applied toward graduation requirements shall be limited to 15 units (CP. 30).

Acceptance Towards Residence: Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence (CP. 31).

Recording of Grades: Credit by examination shall be entered on the student’s record as “P”
or “NP” (or “CRX” or “NCRX” for courses taken before and up to fall 2009) as provided in Board Rule 6702. The student’s record shall also be annotated “Credit by Examination” as provided in Board Rule 6704 (CP. 32).

**Limitations on Examinations:** A student who does not pass the examination for a course may not repeat the examination (CP. 33).
Policy on Distance Education and on Correspondence Education

The mission statement for Los Angeles Southwest College asserts that the College "empowers a diverse student population to achieve its academic and career goals.” Offering courses through distance education is one approach the College uses to achieve that part of its mission. The College does not offer any correspondence education programs.

All class offerings, regardless of delivery mode, follow the same Course Outline of Record (COR) and Student Learning Outcomes (SLOs). SLO data is collected for all classes offered on an ongoing basis regardless of location and delivery mode (CP.34). The SLOs are attached to the COR as an addendum (CP.35). All CORs for new courses as well as course updates and revisions are reviewed and approved by the College's Curriculum Committee (CP.36). Requests for courses to be offered entirely online or in a hybrid format go through separate review and approval through the Curriculum Committee (CP.37). SLO assessment is only one measure used to ensure the quality of instruction. All faculty are evaluated at least once every three years as indicated in Article 19 and Article 42 of the Agreement 2014-2017 between the Los Angeles Community College District and the Los Angeles College Faculty Guild (CP.38). An example of criteria included in the evaluation for all faculty, full time and hourly rate, regardless of mode of delivery, are (CP.39) that the faculty member:

- Is regularly available to students (A7 on the evaluation form).
- Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes approved SLOs on class syllabi) (A9 on the evaluation form).
- Promotes active involvement of students in learning activities (B4 on the evaluation form).
- Teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline (B10 on the evaluation form).
- Initiates regular, systematic and substantive student contact (B16 on the evaluation form).

Southwest College offers resources for online students that are comparable to services provided on campus. Students apply, register for classes, pay fees, and view grades online (CP.40). Various student services areas offer support for online students including:

- Library Resources (CP.41)
- Ask a Counselor (Online Academic Advising, CP.42)
- Financial Aid information (CP.43) and the Free Application for Federal Student Aid (FAFSA) application (CP.44)
- Online Orientation (CP.45)
- Career Center (CP.46)

The College will provide the Accrediting Commission advanced notice of intent to offer degrees and certificates 50 percent or more online via a Substantive Change proposal.
The College-adopted learning management system (LMS), Etudes, allows for secure login by the students. Students are authenticated via an access portal connection through the District's Student Information System (SIS). This connection allows Etudes to use the same District-issued student credentials used in the District systems, and, as a result, there are no authentication fees charged to the student. The College publishes information on student rights and privacy in the college catalog (CP.47).

The College also provides on-line academic support for students taking courses online. TutorTrac allows students 24/7 access to make appointments with tutors in the Southwest College Student Success Center (CP.48). Smart Thinking connects LASC students with on-line tutors. Students are able to make appointments, submit questions and receive feedback on written assignments (CP.49). Southwest College students have access to Student Lingo, which provides on-line workshops related to personal management, academic exploration, learning strategies, reading/writing strategies, test-taking skills, and much more. Some workshops are available in Spanish.
Policy on Representation of Accredited Status

Los Angeles Southwest College has an accreditation link on its homepage. The link directs the viewer to the College's accreditation webpage (CP.50), which is one click from the homepage and displays the following statement:

*Los Angeles Southwest College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education.*

*Students and members of the public, who wish to file a formal complaint to the Commission about one of its member institutions, may contact the Commission as shown below:*

*Accrediting Commission for Community and Junior Colleges*  
*Western Association of Schools and Colleges*  
*10 Commercial Boulevard, Suite 204*  
*Novato, CA 94949*  

*(415) 506-0234*

*Additional information about accreditation, including the filing of complaints against member institutions, can be found at [www.accjc.org](http://www.accjc.org).*

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the accreditation webpage to the comprehensive evaluations, mid-term reports, related site visit materials, follow-up reports, site visiting team reports, and Accrediting Commission action letters in 2014, 2013, 2012, 2009, 2008, and 2006. There is also a general correspondence section for letters not directly related to or following up on a comprehensive self evaluation of educational quality and institutional effectiveness or substantive change reports and approvals.
Policy on Student and Public Complaints against Institutions

The Los Angeles Community College District (LACCD) has clear policies and procedures for handling student grievances and complaints. Board Rules are accessible online at the District website under the Board of Trustees link (CP. 51). Board Rule 15003, Section I defines prohibited discrimination (CP. 52). In addition to prohibited discrimination, other student complaints and grievances are described in Administrative Regulations, which are available online at the District's Web site under the About LACCD link (CP. 53). Administrative Regulations related to student grievances and complaints include the following:

- Business Services 8 (B-8): Describes the district appeals review process for college decisions regarding financial aid appeals (CP. 54);
- Educational Services 10 (E-10): Explains the program admissions, academic, and health requirements for the District's nursing programs. Dismissal and appeals procedures are detailed in this regulation under section III. Dismissal (CP. 55);
- Educational Services 55 (E-55): Details the procedures for resolving student grievances, including grade challenges. Included in this regulation is a list of nine types of complaints that are excluded from the E-55 procedures. Students are referred to other Administrative Regulations or college offices to address the excluded complaint categories (CP. 56);
- Educational Services 71 (E-71): Explains the appeal procedure at the District level following a final residency determination made at a college (CP. 57);
- Educational Services 100 (E-100): Describes the criteria for serving students with disabilities, including appeals of eligibility determination and accommodations (CP. 58).

The policies and procedures discussed above are found under the Students link on the Los Angeles Southwest College (LASC) website homepage (CP. 59). Under the Current Student tab, Resources heading, is a link to the Student Grievances webpage (CP. 60). An opening paragraph describes the purpose of student grievances and directs a student to contact the Office of Student Services to initiate a grievance. Included on this page is a link to the state Chancellor's Office complaint notice and procedures webpage (CP. 61).

Included on the Student Grievances webpage are four additional links, including the following: Equal Opportunity Policy, Sexual Harassment Policy, Complaints Regarding Grades, and Academic Disability Accommodations. The Discrimination and Harassment link describes the District policy on prohibited discrimination and directs inquiries or complaints to the LACCD Office for Diversity, Equity and Inclusion (ODEI [CP. 62]). Complaints regarding ADA accommodations are directed to the College's ADA coordinator (CP. 63).

Prohibited discrimination complaints are directed to the ODEI for review and, if appropriate, investigation. If the complaint warrants an investigation, the compliance officer completes the investigation within 60 days and makes a written report to the college president for
college-based matters. The college president independently assesses whether the "preponderance of the evidence" supports a violation of the prohibited discrimination policy. Prior to making a final decision, the complainant(s) and the alleged offender(s) are provided with a summary of the compliance officer's findings from the investigation, and they are provided an opportunity to make an oral statement to the college president. Within 90 days from the start of the investigation, a written decision is mailed to both the complainant(s) and the alleged offender(s) from the college president's office. Following the final written decision, the college president initiates discipline, if appropriate. If the complainant is not satisfied with the written decision, he or she may appeal to the District's governing board within 15 days by writing an appeal to the District chancellor's office. Records of these types of investigations, including the compliance officer's investigation report and the college president's written decisions are securely maintained in the college president's office.

The Student Grievance link explains the purpose of the student grievance and the process to resolve and initiate the grievance process. Students needing assistance with the grievance process can contact the ombudsperson for support. Students also have the option to request a student advocate who assists the complainant with the grievance process. In compliance with the recent Title IX regulations changes effective July 1, 2015, the procedures for notifying students, faculty, and staff of the reporting process, to be in compliance with Title IX regulation, is pending approval from the LACCD Board of Trustees. The College has published contact information for the Title IX coordinator and deputy (CP.64).

In addition to the public posting of these policies and procedures on the Southwest College and LACCD websites, students are informed about these policies and procedures in the Southwest College 2014-2016 General Catalog (CP. 65).

Students may also submit a complaint directly to the vice president of Student Services. These complaints are reviewed and responded to by the appropriate administrator. Documentation of complaints submitted directly to the vice president of Student Services is maintained in the vice president's office.

The College publishes in the college catalog and on the College website information for the public to submit complaints to the Department of Education, the state Chancellor's Office (CP. 66), and the Accrediting Commission for Community and Junior Colleges (CP. 67).
Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Los Angeles Southwest College accurately represents the educational programs and services it provides. The college catalog accurately reports the official college name, telephone numbers, and the street and website addresses (CP.68). The College articulates its mission, goals, and values on the website and in the general catalog (CP. 69 and CP. 70). Information regarding courses and course sequencing; degree, certificate, and program completion requirements; policies regarding transfer of academic credits from other educational institutions; tuition, fees, and policies and procedures for refunds; information regarding availability of and requirements for financial aid; and, the rules and regulations regarding student conduct are presented in the college catalog (CP.71; CP.72; CP.73; CP.74; CP. 75; and CP. 76). In addition to the preceding information, students and the public may find the following in the general catalog: a list of faculty and the degrees they hold, the District-wide academic freedom and nondiscrimination statements, members of the governing board, and references to the location or publication of other institutional policies (CP.77; CP.78; CP.79; CP.80; and CP.80). The College statement on its accredited status is presented in the college catalog and on the website one click from the homepage (CP.81 and CP.82). Copies of all college catalogs are archived in the College library and are available upon request (CP.83).

Well-qualified and trained staff members produce the information posted on the College website, printed in the college catalog, and shared with prospective, new and returning students. To ensure the staff act with integrity and responsibility, the College supports the professional development of classified staff, faculty, and administrators (CP.84). Staff, faculty, and administrators are encouraged to continue professional growth through conference attendance, seminars, and degree completion. In addition, staff members receive training within their specific departments. For example, the student recruitment staff receives rigorous training prior to visiting schools or conducting college tours (CP.85). This training consists of institutional programs and services, delivery of information, and roles and expectations of the recruitment office. The College's comprehensive program review and annual program planning processes allow for staff to evaluate their practices and plan for improvement.
Policy on Contractual Relationship with Non-Regionally Accredited Organizations

Currently, Los Angeles Southwest College does not have any non-regionally accredited organization contracts. If the College needed to pursue such a contract in the future, the procurement process would be guided by the contracts procedural checklist process, which does provide specific guidelines for engaging these types of organizations. Should the College consider a contract with a non-regionally accredited organization, it would review the impact of such a contract on its accredited status as it moved through the procurement checklist prior to proposing the contract for consideration by the governing board.

At Los Angeles Southwest College the president has delegated the authority to approve and sign contracts to the vice president of Administrative Services in her absence; therefore, the vice president of Administrative Services may approve such documents (CP.86). The Request for Contract (RFC) must follow an established checklist process that guides the development of RFC and the contractual relationship with the outside entity (CP.87). Once approved, the completed RFC is forwarded to the college procurement office (CPO), which manages the process and ensures that submittals are received consistent with established policies and district regulations.

Most contracts go through some form of competitive procurement process. Those delegated contract transactions handled at the college level require a solicitation of at least three quotes for any RFC over $1,500. The regional college procurement specialist processes quotes over $5,000, and the Educational Services Center (ESC) contracts office handles agreements over $86,000.

As indicated in administrative regulation E-109, all requests for Instructional Service Agreements (ISA) at the college must follow the requirements contained in the State Chancellor's Office Contract Guide for Instructional Service Agreements between College Districts and Public Agencies (Appendix A[CP.88 and CP.89]). ISAs must meet all of the provisions of the California Code of Regulations Title 5 and California Education Code and be reviewed by the Los Angeles Community College District's Office of the General Counsel prior to the governing board approval. The ISA must detail enrollment period, enrollment fees, class hours, supervision process for evaluation, and procedures for students to withdraw. The agreement must also include references to supervision and control to protect the health and safety of the student. Instructors must maintain consistency with the course Outline of Record and the college must control and direct the instructional activity in its purview. In addition, the facilities must be open to the general public and enrollment in the class must be open to any person who has been admitted to the college and has met applicable prerequisites (CP.90). Instructors who are hired under an ISA must submit documentation to District Human Resources (HR) for review to determine that the minimum qualifications to teach the course are met.
Policy on Institutional Compliance with Title IV

Los Angeles Southwest College (LASC) complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and professional development of staff. LASC was recertified to continue with the Department of Education federal financial aid program in 2013 (CP.91). Recertification occurs every five years. The Financial Aid Office conducts compliance requirement checks on an annual basis by following the U.S. Department of Education's Federal Student Aid (FSA) assessment guide (CP.92). In addition, the Financial Aid Office attends regular conferences and training offered by the U.S. Department of Education and financial aid associations to ensure the College complies with current Title IV Financial Aid regulations (CP.93).

An independent firm conducts audits of the Los Angeles Community College District (LACCD) financial aid programs on an annual basis. The most recent audit of the LASC program was during the 2014-2015 academic year. As of yet, there are no findings as a result of the audit from 2014-15. The LACCD produces a report called the Basic Financial Statements and Supplemental Information Audit Reports at the end of each audit period (CP. 94 and CP. 95). Southwest College last had an on-site visit during the 2013-2014 audit cycle.

On April 30, 2015, the LACCD revised Administrative Regulation E-13 concerning attendance accounting and grade collection by adding a secondary mandatory roster called "Active Enrollment Roster" to comply with the Return to Title IV (R2T4) regulation relating to the issuance of "F" grades (CP. 96). On July 10, 2015, the Vice Chancellor of Educational Programs and Institutional Effectiveness notified all colleges via a memo of the change in procedures (CP. 97).

Los Angeles Southwest College's default rates fall within the acceptable range. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Program. Los Angeles Southwest College's three-year cohort default rates during the last cohort years were under 30 percent. In 2012, cohort defaults were 24 percent (CP. 98). Cohort default rates of colleges may be queried from the U.S. Department of Education's Web site (CP. 99). Southwest College strives to keep loan default rate low by providing financial literacy information (CP. 100) that can be accessed on the College's Financial Aid website (CP. 101). The California Community College Chancellor's Office launched a statewide default prevention project in 2013 and has identified several tools and vendors to assist California community colleges in managing their default rates. The LACCD has been utilizing the Borrower Connect product from USA Funds as a tool to better target outreach with student loan borrowers. The Central Financial Aid Loan Unit (CLAU) of the LACCD conducts all the activities associated with Borrower Connect on behalf of the nine colleges.
G. Institutional Analysis Relative to Standards

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

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

I.A. Mission

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

Evidence of Meeting the Standard

The Mission of Los Angeles Southwest College

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


Analysis and Evaluation

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that...
includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

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

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

**Evidence of Meeting the Standard**

**Effectiveness in Accomplishing Mission**

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

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

**Mission Used to Direct Priorities**

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

- A week before each fall semester, the College holds a planning retreat, in which faculty, staff, administrators, and students analyze data on the College’s progress towards its Strategic Goals (I.A.2-2: 2014 and 2015 Planning Retreat Materials). Through this analysis, the College has an annual assessment of how well it is accomplishing its mission. It can also identify areas that need to improve, and/or
indicate specific objectives or priorities on which the College should focus for the coming year.

- In addition to the annual planning retreat, all instructional, student service, and administrative service programs complete an annual data-based program review.

- The College also annually reviews extensive student performance data to determine its institution-set standards. For the last two years, the College Strategic Planning Committee has devoted the majority of its March meeting to reviewing student performance data and reviewing the College’s institution-set standards (I.A.2-3: March 6, 2014, Strategic Planning Committee minutes, I.A.2-4: March 5, 2015, Strategic Planning Committee minutes, I.A.2-5: SPC Institution-Set Standard Data). The discussions in these meetings have been robust and have led to a number of other discussions about where there are opportunities for improvement. After the SPC votes to approve the standards, they are disseminated to the campus on the college website.

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

**Analysis and Evaluation**

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

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

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

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the

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Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.A.2-1: 2014-2020 LASC Strategic Plan
I.A.2-3: March 6, 2014, Strategic Planning Committee minutes
I.A.2-4: March 5, 2015, Strategic Planning Committee minutes
I.A.2-5: SPC Institution-Set Standard Data
I.A.2-6: Screenshot of Office of Institutional Effectiveness Webpage
I.A.2-7: Instructional Program Review Datasheet
I.A.2-8: Instructional Program Review Form
I.A.2-9: Non-Instructional Program Review Datasheet
I.A.2-10: Non-Instructional Student Services Program Review Form
I.A.2-11: April 29, 2014 Program Review Committee minutes
I.A.2-12: May 8, 2014 Program Review Committee minutes
I.A.2-13: March 13, 2014 Program Review Committee minutes
I.A.2-14: Screenshot of Instructional Program Review Page
I.A.2-15: Fall 2015 FTES targets
I.A.2-16: Screenshot of Fall 2015 Department Scheduling Datasheet
I.A.2-17: LASC Department Chair Course Scheduling Guide

I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Programs and Services

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

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

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

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

**Resource Allocation**

LASC’s mission also guides resource allocation.

- The Strategic Plan and the mission also guide resource allocation. During the program review process, programs request resources that are necessary for them to meet their program goals. These requests are sent to the LASC Budget Committee for review and prioritization. Requests are prioritized using a rubric that assesses how well each request will further the college’s progress towards its strategic goals (I.A.3-2: Budget Allocation Scoring Rubric).
- After all requests are prioritized, the highest-prioritized requests (i.e. those that are most closely aligned with the college mission and will further the College’s progress towards its strategic goals) are funded, depending on the available College budget. For a more detailed description of this planning and budgeting process, see the College’s response to Standard I.B.9.

**Institutional Goals for Student Learning and Achievement**

LASC’s mission statement informs institutional goals for student learning and achievement.

- The College has established institutional goals for student learning and achievement. These goals can be found in the presentation of Student Achievement Data and Institutional set Standards section of the report.

**Analysis and Evaluation**

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

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

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

Evidence of Meeting the Standard

Widely Published

LASC ensures that the mission statement is widely published.

- The mission statement is published in the college catalog, the course schedule, the annual college profile, the 2014-2020 Strategic Plan, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, and in multiple locations on the college website (I.A.4-1: College Catalog, I.A.4-2: Course Schedule, I.A.4-3: Annual College Profile, I.A.4-4: 2014-2020 LASC Strategic Plan, I.A.4-5: Educational Master Plan, I.A.4-6: Facilities Master Plan, I.A.4-7: Technology Master Plan, I.A.4-8: College website screenshots).
- Further, many faculty, staff, and administrators have chosen to include the mission in the signature line of their campus email.
- The mission is also displayed on the College’s “Jumbotron”, which is a 15-foot-tall, LED-illuminated sign that faces the corner of Western Avenue and Imperial Highway. This ensures that all motorists, pedestrians, and community residents who pass through this busy intersection are aware of our mission (I.A.4-9: Photo of Mission Statement displayed on Jumbotron).
The college community reviews the College’s mission statement regularly and updates the mission statement as necessary.

- LASC’s mission statement is revised as needed to accurately reflect the College’s broad educational purposes and service to the community.
- The process for this revision is documented in the College’s Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.A.4-10: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.A.4-11: March 24, 2014 Academic Senate minutes, I.A.4-12: March 25, 2014 College Council minutes, I.A.4-13: January 28, 2015 LACCD Board of Trustees minutes).

Analysis and Evaluation

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

**Academic Quality**

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

**Evidence of Meeting the Standard**

**Dialog at the Department/Unit Level**

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

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

**Dialog at the Committee Level**

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

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

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

**Dialog at the College Level**

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

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

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student equity retreat on May 2, 2014, in which faculty, staff, and administrators began frank and candid discussions about equitable outcomes for students on our campus. Core groups were created that focused on specific equity outcomes, and continued meeting throughout the summer.

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.B.1-1: August 28, 2014 Behavior and Social Science Department Meeting Minutes
I.B.1-2: Instructional Program Review Guide
I.B.1-3: Screenshots of SLO responses from 2014 program review
I.B.1-4: 2014-2015 College Committee Calendar
I.B.1-5: LASC Participatory Decision Making and Integrated Planning Handbook
I.B.1-6: March 5, 2015 Strategic Planning Committee minutes
I.B.1-7: April 14, 2015 Academic Senate minutes
I.B.1-8: October 20, 2014 Distance Education Committee minutes
I.B.1-9: April 21, 2015 SLO committee minutes
I.B.1-10: October 2, 2014 SPC minutes
I.B.1-11: 2014 planning retreat materials
I.B.1-12: Spring 2015 Flex day agenda
I.B.1-13: LASC Student Equity Plan
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Defines SLOs

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

Assesses SLOs

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

- In 2010, the College developed a six-semester cycle of SLO assessment, analysis, implementation, and reassessment (I.B.2-1: LASC Six-Semester SLO cycle).
- Through this cycle, the College had ongoing assessment occurring in 83% of its courses, 61% of its programs, and 100% of its student learning and support activities (I.B.2-2: 2014 and 2015 ACCJC Annual Reports).
- The LASC SLO coordinator has established a timeline for fall 2015 courses to be assessed, to achieve the 100% compliance in assessing all courses and programs (I.B.2-3: Fall 2015 SLO Assessment Timeline document).

Analysis and Evaluation

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

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs
to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.B.2-1: LASC Six-Semester SLO cycle
I.B.2-2: 2014 and 2015 ACCJC Annual Reports
I.B.2-3: Fall 2015 SLO Assessment Timeline document

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

**Evidence of Meeting the Standard**

**Establishes Standards**

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

- In 2013, the first year that institution-set standards were required by the ACCJC, the institution-set standards were developed by taking a five year average of the outcomes of five measures:
  - Successful Student Course Completion Rate (i.e. Course Success Rate)
  - Student Degree Completion
  - Student Certificate Completion (excluding CSU GE and IGETC transfer certificates)
  - Student Transfer to 4-year Colleges and Universities (CSU and UC only)
  - State Licensure Exam Pass Rates
  - Job Placement Rates (this new required measure was added for the 2015 reporting period).

**Assesses Achievement of Standards**

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

- In March of each year, the LASC Strategic Planning Committee examines the institution-set standards and any associated student achievement data from the previous five years (I.B.3-1: March 6, 2014, Strategic Planning Committee minutes; I.B.3-2: March 5, 2015, Strategic Planning Committee minutes).
• This examination has led to robust and candid discussions about how to improve student achievement. It should also be noted that the Strategic Planning Committee is composed of members from all major campus constituencies (I.B.3-3: 2014-2015 Strategic Planning Committee Member List). The varying viewpoints held by committee members from different constituencies have resulted in deep, textured conversations about the challenges our students face on the path to completion.

• Based on the data, committee discussion, and an evaluation of campus-wide changes that will impact student achievement (e.g. curricular changes, new programs, etc.), the committee votes to keep the standards as they are, or to modify them. For the most part, the committee has decided to set standards at 95% of the previous five-year average. This will ensure that student achievement will not fall below its current level while still allowing for year-to-year statistical fluctuations in the data.

**DE-Specific Standards**

• The ACCJC Annual Report address the number of courses offered via Distance Education, the number of programs offered via distance education, the unduplicated headcount enrollment in all types of Distance Education, and Correspondence Education. As noted in the 2015 report, the college does not offer a Distance Education Program or Correspondence Education (2015 ACCJC Annual Report).

**Publishes Information**

LASC publishes information about the institution-set standards online.

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.
Evidence

I.B.3-1: March 6, 2014, Strategic Planning Committee minutes
I.B.3-2: March 5, 2015, Strategic Planning Committee minutes
I.B.3-3: 2014-2015 Strategic Planning Committee Member List
I.B.3-4: 2015 ACCJC Annual Report

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

Evidence of Meeting the Standard

Uses Assessment Data

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

- Programs analyze student learning and achievement data, provide an explanation for any trends observed, set objectives to improve upon the data, implement those objectives, request resources necessary to achieve them, and then evaluate them (I.B.4-1 LASC Participatory Decision Making and Integrated Planning Handbook).
- The College Budget Committee prioritizes resource requests using a rubric that assigns a higher weight to requests that support the College’s Strategic Goals (I.B.4-2 LASC Budget Committee Budget Allocation Request Scoring Rubric, I.B.4-3: 2015-2016 Budget Allocation Request Prioritization). This process occurs annually, and ensures that the College’s resources are allocated in a manner that supports student learning and achievement.
- Much more detail on the program review process can be found in the College’s response to Standard I.B.5. More detail on the planning and budgeting process can be found in College’s response to Standard I.B.9.

Organizes Processes

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

- At a broader level, assessment and achievement data are used to develop the College Mission, Strategic Plan, Educational Master Plan, Facilities Master Plan, and Technology Master Plan.
- The mission sets the overall direction of the campus, which is then operationalized through the Goals of the Strategic Plan and the Objectives and Activities in the Master Plans. These plans are central in the organization of the College’s institutional processes. For more detail, see the College’s responses to Standard I.A.2 and Standard I.B.9.

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Analysis and Evaluation

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

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

Institutional Effectiveness

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

Evidence of Meeting the Standard

Program Review

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

- A comprehensive program review is conducted every six years with a shorter, focused annual reviews conducted each year in between. In both the comprehensive

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and annual program review, programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.5-1: Instructional Program Review Datasheet; I.B.5-2: Program Review website screenshot).

Analysis of Quantitative and Qualitative Data

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

- In the first step of the process, programs analyze program-specific and college-level data on measures that align directly with each goal of the Strategic Plan, and thus with the College mission. Enrollment and success data are disaggregated by ethnicity and gender, as well as by mode of delivery (I.B.5-3: Instructional Program Review Datasheet).
- Programs provide an explanation for the data and any trends observed. Next, they evaluate progress made on objectives that they developed in previous years. As a result of this evaluation and the analysis of their program data, they refine their previous year objectives, roll them over unchanged, or develop new objectives for the coming year. In addition, programs respond to an extensive set of SLO questions each year (I.B.5-4: Screenshot of SLO Portion of Instructional Program Review).
- These questions are similar to those that are required on the ACCJC annual report, and are designed to elicit thoughtful program- and college-level discussions on how to improve student learning.

Analysis and Evaluation

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

Beginning in Spring 2014, the College evaluated and revised its program review process (I.B.5-5: March 13, 2014 Program Review Committee minutes, I.B.5-6: April 29, 2014 Program Review Committee minutes, I.B.5-7: May 8, 2014 Program Review Committee minutes). One of the major issues identified in this evaluation was the need to improve the transparency of the process. To address this need, LASC purchased the Microsoft SharePoint system in Summer 2014. Previously, program reviews were completed in Microsoft Word documents, and were emailed between faculty initiators, department chairs, deans, and vice presidents. This led to a fairly closed system, which made it difficult to track programs’ progress towards program review completion. The new online system allows anyone to view the status of every program review on the college website at any time.

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The LASC Program Review Committee revised the program review form itself during the spring 2014 semester (I.B.5-8: March 13, 2014 Program Review Committee minutes, I.B.5-9: April 29, 2014 Program Review Committee minutes, I.B.5-10: May 8, 2014 Program Review Committee minutes). The committee spent multiple meetings evaluating the form. As a result of this evaluation, a number of changes were made. Redundancies and irrelevant portions of the program review were removed. Further, special attention was paid to creating a stronger link between program planning objectives and resource allocation requests. This resulted in a revised program review form that directly aligned college strategic goals, program objectives, and resource allocation requests. The Academic Senate approved this form on May 13, 2014 (I.B.5-11: May 13, 2014 Academic Senate minutes).

This online system also allows faculty and staff to easily view their objectives for the coming year. The revised form is broken into modules for each goal of the college strategic plan. After setting annual objectives for each goal of the strategic plan, programs can view a summary table of all their objectives for the coming year. In this summary table, they prioritize their objectives and associated resource requests. As a result, the College, the public, and all programs have 24/7 access to prioritized program objectives and resource requests.

This revised process was evaluated in fall 2014. A survey was sent to all program review faculty initiators, department chairs, deans, and vice presidents. The majority of respondents indicated that the online form was easy to use, and that the revised process was more transparent than it was prior to the revision (I.B.5-12: 2014 Program Review Evaluation Report). In addition, the time required for programs to complete their program review was reduced substantially. In previous years, nearly all programs completed their reviews, however, many were submitted after the deadline. In the revised process, the vast majority of both instructional and non-instructional programs completed their program reviews on time. Thus, this revised process has addressed a number of college needs and ensures that programs are meeting the goals of the College Strategic Plan, and that the College is accomplishing its mission.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.
Evidence

I.B.5-1: Instructional Program Review Datasheet
I.B.5-2: Program Review website screenshot
I.B.5-3: Instructional Program Review Datasheet
I.B.5-4: Screenshot of SLO Portion of Instructional Program Review
I.B.5-5: March 13, 2014 Program Review Committee minutes
I.B.5-6: April 29, 2014 Program Review Committee minutes
I.B.5-7: May 8, 2014 Program Review Committee minutes
I.B.5-8: March 13, 2014 Program Review Committee minutes
I.B.5-9: April 29, 2014 Program Review Committee minutes
I.B.5-10: May 8, 2014 Program Review Committee minutes
I.B.5-11: May 13, 2014 Academic Senate minutes

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

Evidence of Meeting the Standard

Disaggregates and Analyzes Learning Outcomes

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

- In 2010, Los Angeles Southwest College joined the Achieving the Dream (ATD) initiative. This nationwide reform movement focuses specifically on closing achievement gaps for students who have been historically underrepresented in higher education. Through this effort, the College has analyzed data on student achievement for different groups, and has allocated resources to develop programs and services to meet the specific needs of these groups.

- Data disaggregation also occurs at the program level in the annual program review. Programs analyze data on student demographics, student achievement outcomes, and student learning outcomes. Then, they discuss how well their program is meeting the needs of our students, and if any improvement is necessary. If there is an opportunity for improvement, the program sets objectives that are then evaluated in the next year’s program review (I.B.6-8: Instructional Program Review Guide). For a more detailed discussion of this process, see the College’s response to Standard I.B.5.

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

**Implements Strategies to Address Performance Gaps**

LASC has implemented several robust strategies to address performance gaps.

- ATD analyses demonstrated that male students of color were achieving outcomes at a substantially lower rate than female students. In response, the College developed The Passage Program, which specifically addresses the needs of under-prepared and under-resourced African American and Hispanic males. The program is an academic and student support service designed to increase the academic success of these students (I.B.6-1: Screenshot of Passage Program Webpage).
- Additional analyses of our service area demonstrated that our community is shifting from a predominantly Black population to a predominantly Hispanic population. In response, the College developed the Bridges to Success Program, which addresses the needs of the English as a Second Language student, as well as those students seeking to obtain American citizenship (I.B.6-2: Screenshot of Bridges to Success Webpage).
- At the fall 2014 college-wide planning retreat, Student Equity Committee Core Groups presented their disaggregated data and their plans for improving student equity. A presentation on student equity was also given at the fall 2014 FLEX Day (I.B.6-4: Fall 2014 Flex day agenda). The disaggregated data and plan was presented to and approved by the Academic Senate, College Council, and LACCD Board of Trustees during the fall 2014 semester (I.B.6-5: September 23, 2014 Academic Senate minutes, I.B.6-6: October 6, 2014 College Council minutes, I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes).
- As a result of this plan, resources have been allocated to ensure that all groups on campus achieve equitable outcomes. To increase Hispanic enrollment, the Outreach and Recruitment office hired multiple bilingual recruiters. In addition, marketing efforts have branched out to Spanish-language media. To improve outcomes for basic skills students, supplemental instruction and tutoring have been expanded into a larger number of high-enrollment, low-success courses.

**Analysis and Evaluation**

Student achievement data is regularly disaggregated and analyzed. These analyses have led to the College allocating resources in specific areas to ensure that low-performing groups receive the support they need to thrive. Further, the College has started the process of analyzing disaggregated SLO data, and has allocated resources to better institutionalize this process.
With regard to disaggregated SLO, the College is still in the early stages of the process. For this to occur fully, the College would need to capture SLO data at the student level (e.g. John Smith scored a 5 out of 6 on his assessment), link that data to the student’s demographic information, and then analyze the results. However, our current process captures data and presents it in the aggregate (e.g. 85 percent of students met the SLO benchmark). Further, the College is without a software system that would easily allow for student-level data to be entered and analyzed. This is a deficiency that the College has noted and is taking steps to address.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.B.6-1: Screenshot of Passage Program Webpage  
I.B.6-2: Screenshot of Bridges to Success Webpage  
I.B.6-3: LASC Student Equity Plan  
I.B.6-4: Fall 2014 Flex day agenda  
I.B.6-5: September 23, 2014 Academic Senate minutes  
I.B.6-6: October 6, 2014 College Council minutes  
I.B.6-7: November 11, 2014 LACCD Board of Trustees minutes

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

**Evidence of Meeting the Standard**

**Instructional Programs**

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

- All instructional, student service, and administrative service programs complete an annual program review. Instructional programs analyze student learning and
achievement data, describe trends in the data, and develop objectives for improvement. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014 (I.B.7-1: Program Review website screenshot).

**Student and Learning Support Services**

In addition to program review, LASC uses several mechanisms to evaluate student and learning support services.

- Student service and administrative service programs analyze student achievement data, as well as responses to annual point-of-service surveys. The surveys are used to evaluate specific policies and practices in each student service and administrative service program.
- After an analysis of this data, these programs also develop objectives for improvement. These objectives often involve improving a specific aspect of the program’s practices.
- Additional resources that are necessary to complete the objectives are requested by the program, and then prioritized by the Budget Committee using a rubric that gives a higher weight to requests that will further the College’s Strategic Goals. Objectives are then implemented and their effectiveness is evaluated in the subsequent year’s program review (I.B.7-2 LASC Participatory Decision-Making & Integrated Planning Handbook).
- For a detailed description of this process, please see the College’s response to Standard I.B.5.

**Resource Management**

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


**Governance Processes**

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

- College committees submit a written self-evaluation of their work to the Strategic Planning Committee, College Council, and College President at the end of the academic year (I.B.7-3: Committee Self-Evaluation Form). This self-evaluation includes the committee’s action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.

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• One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue. At the November 5, 2012 meeting of the College Council (I.B.7-4 November 5, 2012 College Council minutes) it was noted that there was overlap among some of the committees’ charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve. To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.B.7-5 December 6, 2012 SPC minutes). This assessment was framed by the 2012-2013 LASC Functional Map document (I.B.7-6 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.B.7-7 December 6, 2012 SPC minutes). The Academic Senate and the College Council approved these recommendations (I.B.7-8 March 12, 2013 Academic Senate minutes and I.B.7-9 April 8, 2013 College Council minutes) in the spring of 2013.

• To ensure that College staff have a clear understanding of the governance process, The College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.B.7-2 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.

Analysis and Evaluation

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.B.7-1: Program Review website screenshot  
I.B.7-3: Committee Self-Evaluation Form
I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Communicates Results

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

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports, are posted on the College Website (I.B.8-1: Screenshot of Accreditation webpage). Upon completion, Self-Evaluations are presented to the Academic Senate, College Council, Board of Trustees, and are emailed to all faculty and staff (I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation; I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation; I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation; I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation).

- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College’s broad goals (I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan; I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage). Upon its completion, it was presented to the Academic Senate, College Council, Board of Trustees, and was emailed to all faculty and staff (I.B.8-8: March 24, 2014, College Council minutes; I.B.8-9: March 25, 2014, Academic Senate minutes; I.B.8-10: January 28, 2015 LACCD Board of Trustees minutes; I.B.8-11: Strategic Plan email to LASC employees).

- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of both data and previous plans, and describe the activities that will be undertaken to ensure that the College reaches its Strategic Goals (I.B.8-12: Screenshot of Educational Master Plan webpage; I.B.8-13: Screenshot of Facilities Master Plan webpage; I.B.8-14: Screenshot of Technology Master Plan webpage).

- Since 2010, all completed program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program review data
are posted on the site (I.B.8-15: Screenshot of old Program Review webpage; I.B.8-16: Screenshot of new Program Review webpage).

- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.B.8-17: Screenshot of SLO Committee webpage). The SLO Coordinator also gives regular updates on SLO assessments to the Academic Senate (I.B.8-18: April 24, 2015, Academic Senate minutes).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.B.8-19: Fall 2014 College Profile; I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.B.8-21: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard, and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage; I.B.8-23: Screenshot of White House College Scorecard on OIE webpage).

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.
Evidence

I.B.8-1: Screenshot of Accreditation webpage
I.B.8-2: Academic Senate minutes with final approval of 2016 Self Evaluation
I.B.8-3: College Council minutes with final approval of 2016 Self Evaluation
I.B.8-4: Board of Trustee minutes with final approval of 2016 Self Evaluation
I.B.8-5: Email to LASC employees with final approved 2016 Self Evaluation
I.B.8-6: 2014-2020 Los Angeles Southwest College Strategic Plan
I.B.8-7: Screenshot of LASC Strategic Planning Committee webpage
I.B.8-8: March 24, 2014, College Council minutes
I.B.8-9: March 25, 2014, Academic Senate minutes
I.B.8-10: January 28, 2015 LACCD Board of Trustees minutes
I.B.8-11: Strategic Plan email to LASC employees
I.B.8-12: Screenshot of Educational Master Plan webpage
I.B.8-13: Screenshot of Facilities Master Plan webpage
I.B.8-14: Screenshot of Technology Master Plan webpage
I.B.8-15: Screenshot of old Program Review webpage
I.B.8-16: Screenshot of new Program Review webpage
I.B.8-17: Screenshot of SLO Committee webpage
I.B.8-18: April 24, 2015, Academic Senate minutes
I.B.8-19: Fall 2014 College Profile
I.B.8-20: Screenshot of Office of Institutional Effectiveness webpage
I.B.8-21: Screenshot of College Data and Reports webpage
I.B.8-22: Screenshot of CCCCO Student Success Scorecard on OIE webpage
I.B.8-23: Screenshot of White House College Scorecard on OIE webpage
I.B.8-25: Screenshot of Campus Safety webpage

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Integrated Planning Cycle

Los Angeles Southwest College assesses its institutional effectiveness through planning processes that link to one another in a cycle of evaluation, goal and objective setting, program review, resource allocation, implementation, and re-evaluation.
The components of the College’s integrated planning cycle are listed below (I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle):

- **Mission Statement** - Describes the College’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
- **Strategic Plan** - Articulates how the College plans to advance its mission and meet current and anticipated challenges and opportunities. The Strategic Plan includes the guiding institutional goals of the College.
- **Master Plans** - The three Master Plans: (1) Education Master Plan, (2) Technology Master Plan, and (3) Facilities Master Plan, and Campus Plans: (1) CTE Plan... describe the institutional objectives and activities that will be undertaken to achieve the college’s Institutional Goals as articulated in the Strategic Plan.
- **Program Reviews and Program Plans** - Program Reviews and Program Plans describe how each program will contribute to the achievement of the institutional goals and the strategic objectives developed in the three Master Plans.
- **Integrated College Operational Plan** - The Integrated College Operational Plan (ICOP) draws from the Master Plans and Program Plans. It includes measurable objectives and activities, which can be accomplished within a 12-month period.
- **Resource Allocation** - Resources are prioritized and allocated based on college-wide and program plans.
- **Implementation** – The College implements college-wide and program plans by completing the activities identified in the Integrated College Operational Plan (ICOP).
- **Evaluation** - The College evaluates its progress in meeting its Institutional Goals and Objectives and completing the activities identified in the ICOP. The college also evaluates the planning and decision-making processes in its integrated planning cycle.

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

**Short- and Long-Range Needs**

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

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

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

At the first step in the annual process, every instructional, student service, and administrative service program completes a program review and program plan. Programs analyze data, provide a narrative about it, and then develop measurable objectives to improve the data. If additional resources are necessary to meet those objectives, they are requested through this process. Programs cannot request additional resources unless they are tied to a specific program objective. An example of this is an excerpt from the Child Development Program’s 2014-2015 annual program review (I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart; I.B.9.7: Screenshot of Child Development Annual Program Review Explanation of Findings; I.B.9-8: Screenshot of Child Development Annual Program Review Objectives).

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

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

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

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

Analysis and Evaluation

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

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a
Substantive Change Proposal to ACCJC for approval of its Distance Education Program that
includes areas of analysis to address this component of the Standard. The College also needs
to address the fact that the mission statement does not describe the types of degrees and other
credentials it offers. When the mission statement was last reviewed in 2014, these new
Standards were not yet available. Now, the College is aware that this is part of the new
Standards and that the mission statement needs to be modified to address the types of degrees
and other credentials it offers.

Evidence

I.B.9-1: Los Angeles Southwest College Integrated Planning Cycle
I.B.9-2: L.A. Southwest College Six-Year Planning Cycle
I.B.9-3: L.A. Southwest College Annual Planning Cycle
I.B.9-6: Screenshot of Child Development Annual Program Review Data Chart
I.B.9-7: Screenshot of Child Development Annual Program Review Explanation of Findings
I.B.9-8: Screenshot of Child Development Annual Program Review Objectives
I.B.9-9: 2015-2016 Integrated College Operational Plan
I.B.9-10: Budget Allocation Scoring Rubric
I.B.9-11: 2015-2016 Budget Allocation Request Prioritization
I.C. Institutional Integrity

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

Evidence of Meeting the Standard

Information on Campus Website

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

The majority of information on the website is publicly accessible, including the following:

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

Assures Clarity, Accuracy, and Integrity of Information

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

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

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

**Gives Information on Accreditation Status**

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

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

- I.C.1-1: Screenshot of LASC website
- I.C.1-3: Fall 2015 Open Class List
I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

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

Evidence of Meeting the Standard

Facts, Requirements, Policies, and Procedures

Los Angeles Southwest College annually produces an online catalog for students and prospective students. It can be easily accessed through the college website (1.C.2-1: Screenshot of College Catalog Link on College Website). The online catalog includes all necessary facts, requirements, policies, and procedures listed in the ACCJC’s Catalog Requirements.

- The table below shows where each of the ACCJC Catalog Requirements can be found in the 2015-2016 College Catalog (1.C.2-2: 2015-2016 Los Angeles Southwest College Catalog):

| Location of ACCJC Catalog Requirements in the 2015-2016 Los Angeles Southwest College Catalog |
|------------------|------------------|
| **1. General Information** | **Page(s)** |
| Official Name, Address, Telephone Number and Website Address of the Institution | 2 |
| Educational Mission | 2 |
| Representation of accredited status with ACCJC | 15 |
| Representation of accredited status with programmatic accreditors | 15 |
| Course Offerings | 125 |
| Program and Degree Offerings | 55 |
| Student Learning Outcomes for Programs and Degrees | 59-100 |
| Academic Calendar | 4 |
| Program Length | 59-100 |
| Academic Freedom Statement | 215 |
| Available Student Financial Aid | 41-54 |
| Available Learning Resources | 189 |
| Names and Degrees of Administrators and Faculty | 225-236 |
| Names of Governing Board Members | 224 |
| **2. Requirements** | **Page(s)** |
| Admissions | 19 |
**Analysis and Evaluation**
Los Angeles Southwest College provides an online catalog to students and prospective students that contains all the ACCJC Catalog Requirements.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

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

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

**Evidence of Meeting the Standard**

**Communication to Students and the Public**

This information is publicly available on the college website for current and prospective students and the public.
Assessment of Student Learning and Evaluation of Student Achievement

- All Accreditation Self-Studies/Evaluations, as well as External Evaluation Reports are posted on the College Website (I.C.3-1: Screenshot of Accreditation webpage).
- The 2014-2020 Los Angeles Southwest College Strategic Plan is the central planning document of the College, and is posted on the College website. It contains a substantial amount of data analysis and evaluation, and describes the College’s broad goals (I.C.3-2: 2014-2020 Los Angeles Southwest College Strategic Plan; I.C.3-3: Screenshot of LASC Strategic Planning Committee webpage).
- The three Campus Master Plans (Educational, Facilities, Technology) are posted on the campus website. They contain evaluations of data and previous plans and describe the activities that will be undertaken to ensure that the College reaches its goals (I.C.3-4: Screenshot of Educational Master Plan webpage; I.C.3-5: Screenshot of Facilities Master Plan webpage; I.C.3-6: Screenshot of Technology Master Plan webpage).
- Since 2010, all program reviews have been posted on the LASC Program Review Committee website. Both the program review and the program-level student achievement data are posted on the site (I.C.3-7: Screenshot of old Program Review webpage, I.C.3-8: Screenshot of new Program Review webpage).
- Student Learning Outcome assessments are posted on the SLO Committee website. This site contains course outcomes, program outcomes, and institutional outcomes (I.C.3-9: Screenshot of SLO Committee webpage).
- The College Profile is a single-page snapshot that shows five-year trends in enrollment, student demographics, student completions, and the annual budget. This document is prominently displayed on the LASC Office of Institutional Effectiveness webpage (I.C.3-10: Fall 2014 College Profile; I.C.3-11: Screenshot of OIE webpage).
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information are posted on the LASC Office of Institutional Effectiveness webpage (I.C.3-12: Screenshot of College Data and Reports webpage).
- The California Community Colleges Student Success Scorecard, and the White House College Scorecard are both viewable through the LASC Office of Institutional Effectiveness webpage (I.C.3-13: Screenshot of CCCCO Student Success Scorecard on OIE webpage, I.C.3-14: Screenshot of White House College Scorecard on OIE webpage).
Analysis and Evaluation

The college documents assessments of student learning and evaluation of student achievement, which are used to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

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

Evidence of Meeting the Standard

Online Catalog Description of Certificates and Degrees

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

Los Angeles Community College District Website

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

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

Analysis and Evaluation

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.C.4-1: 2015-2016 Los Angeles Southwest College Catalog
I.C.4-2: Screenshot of Excerpt from the 2015-2016 College Catalog, AA in Administration of Justice
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Institutional Policies

LASC regularly evaluates its institutional policies to assure integrity.

- College committees submits a written self-evaluation of their work to the SPC, College Council, and College President at the end of the academic year (I.C.5-1 Committee Self-Evaluation Form). This report includes the committee’s action items, completed annual objectives, information on meeting dates and attendance, and recommendations for the following year.
- The college community also reviews the College’s mission statement regularly. It is revised as needed to accurately reflect the College’s broad educational purposes and service to the community.
- The process for this revision is documented in the College’s Participatory Decision Making and Integrated Planning Handbook. Every six years, a Mission Review Task Force is convened by the Strategic Planning Committee Co-Chairs. This Task Force solicits campus input on the mission statement, reviews data, and then drafts a recommendation to revise or affirm the mission statement (I.C.5-8: LASC Participatory Decision-Making & Integrated Planning Handbook).
- This review occurred most recently in Fall 2013 and resulted in a revised mission statement that was approved by College Council on March 24, 2014, the Academic Senate on March 25, 2014, and the LACCD Board of Trustees on January 28, 2015 (I.C.5-13: March 24, 2014 Academic Senate minutes; I.C.5-14: March 25, 2014 College Council minutes; I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes).

Procedures

LASC also regularly evaluates its procedures to ensure integrity.

- One specific issue noted by the Follow-Up Visiting Team in spring 2013 was the need to improve campus participation in the governance process. A number of actions have been taken to address this issue.
- At the November 5, 2012 meeting of the College Council (I.C.5-2 November 5, 2012 College Council minutes), it was noted that there was overlap among some of the committees’ charges and that by combining some committee functions, as well as committees themselves, participation, effectiveness and efficiency would improve.
- To this end, at its December 6, 2012 meeting the SPC performed an assessment to determine where these overlaps existed (I.C.5-3 December 6, 2012 SPC minutes).
This assessment was framed by the 2012-2013 LASC Functional Map document (I.C.5-4 LASC Functional Map), and resulted in SPC recommendations to restructure, combine, and eliminate some campus committees (I.C.5-5 December 6, 2012 SPC minutes). These recommendations were approved by the Academic Senate and the College Council (I.C.5-6 March 12, 2013 Academic Senate minutes and I.C.5-7 April 8, 2013 College Council minutes) in the spring of 2013.

- To ensure that College staff has a clear understanding of the governance process, the College developed a revised Participatory Decision-Making & Integrated Planning Handbook, which details the governance structure, the membership and charge of each college committee, and how faculty and staff can get involved in the process (I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook). This handbook provides a detailed explanation of the governance process, and uses graphics and diagrams to clearly illustrate how decisions are made.

- Through the program review process, the College evaluates the effectiveness of its educational programs and services. Annual surveys are performed in every student support service office to evaluate how well the procedures employed by those offices meet student needs. Students respond to questions about the hours of operation, the level of service they received, and their reason for visiting the office (I.C.5-9 Student Services program review surveys).

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

**Publications**

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

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

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

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

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.C.5-1 Committee Self-Evaluation Form  
I.C.5-2 November 5, 2012 College Council minutes  
I.C.5-3 December 6, 2012 SPC minutes  
I.C.5-4 LASC Functional Map  
I.C.5-5 December 6, 2012 SPC minutes  
I.C.5-6 March 12, 2013 Academic Senate minutes  
I.C.5-7 April 8, 2013 College Council minutes  
I.C.5-8 LASC Participatory Decision-Making & Integrated Planning Handbook  
I.C.5-9 Student Services program review surveys  
I.C.5-10 Instructional program review guide  
I.C.5-12: Fall 2015 Open Class List  
I.C.5-13: March 24, 2014 Academic Senate minutes  
I.C.5-14: March 25, 2014 College Council minutes  
I.C.5-15: January 28, 2015 LACCD Board of Trustees minutes
I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Tuition and Fees

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

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

Other Required Expenses

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

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

Career/Technical Program Cost of Education

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

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

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

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

**Evidence of Meeting the Standard**

**Uses Governing Board Policies**

In order to assure institutional and academic integrity, LASC uses the LACCD Board of Trustees policy on academic freedom and responsibility.
The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom. Board Rule 15002 affirms the Board of Trustees’ commitment to academic freedom, and recognizes “that academic freedom ensures a faculty’s right to teach and the student’s right to learn” (I.C.7-1: Los Angeles Community College District Board of Trustees Board Rule 15002).

This Board Rule is published on the Los Angeles Community College District Board of Trustees website (I.C.7-2: Screenshot of Los Angeles Community College District Board of Trustees Board Rule webpage).

**Publishes Governing Boards Policies**

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

- A statement on academic freedom is included in the college catalog (I.C.7-3: Page 215 of 2015-2016 College Catalog). Specifically, Los Angeles Southwest College affirms that “faculty and administrators will maintain an environment in which there is freedom to learn.”
- To assure communication is available to students and faculty, the College Catalog on the LASC Website publishes the educational philosophy, Board Rules, and administrative principles.
- To better assure Los Angeles Southwest College continues efforts to make clear the institution’s commitment to the free pursuit and dissemination of knowledge, the Institution’s mission statement, core values, and vision statement have given homage to our history and our desired connection with our community (I.C.7-4: 2014-2020 Los Angeles Southwest College Strategic Plan).
- The electronic College Catalog clearly articulates the importance of academic freedom and integrity.
- Article 4 of the Los Angeles Faculty Guild, Local 1521 Contract also includes a statement on academic freedom (I.C.7-5: Faculty AFT Contract). This contract is available on the Los Angeles Community College District website (I.C.7-6: Screenshot of Los Angeles Community College District Union Contracts webpage).

**Analysis and Evaluation**

Governing board policies on academic freedom and responsibility are used and published.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new
Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

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

Evidence of Meeting the Standard

Establishes Clear Policies and Procedures

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

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

Publishes Clear Policies and Procedures

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

- The publication and implementation of the College’s policies and procedures as it relates all matters of institutional integrity begins in the section titled, “District Policies, Student Conduct, and Grievance/Complaint Procedures.” In compliance with Federal, State and LACCD Board Rules, Los Angeles Southwest College
provides the students, faculty, staff and community complete disclosure of all governing policies and procedures within the College Catalog.

- The Colleges publishes the Standards of Student Conduct to inform students of rights and responsibility as active participants within the campus community. Within this section, student behavior, including academic honesty and the process for violating academic honesty, is detailed.

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

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

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

**Evidence of Meeting the Standard**

*Faculty Distinguish Between Personal Conviction and Professionally Accepted Views*

The faculty of Los Angeles Southwest College are expected to be professional at all times and distinguish between their personal convictions when they are providing instruction to students.

- In keeping with Board Rule 1201 Core Values, the District (Colleges) will provide its students with Access & Opportunity, Excellence & Innovation, Equity, and Free
Inquiry through instruction and the campus community (I.C.9-1: Board Rule 1201 Core Values).

- In addition to the Districts Core Values, the District has an Ethics Code that speaks to ethical behavior, and directs all faculty to abide by this code which speaks to Academic Rights and Responsibilities, such as critical self-discipline and judgment and the practice of intellectual honesty (I.C.9-2: Board Rule 1204.11 Ethical Behavior).
- As part of the faculty evaluation process as outlined in the faculty Agreement, students have an opportunity to participate in the evaluation of a faculty member. This opportunity allows students to express any concerns they may have about the faculty members professionalism, objectiveness, fairness or any other traits the students would like to express (I.C.9-3: Student Evaluation Form).

**Analysis and Evaluation**

Outside of a few student complaints about grades, by in large, faculty present their materials and lectures in a academic professional manner where students feel valued and respected and are encouraged to participate and engage in class discussions.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.C.9-1: Board Rule 1201 Core Values
I.C.9-2: Board Rule 1204.11 Ethical Behavior
I.C.9-3: Student Evaluation Form

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

Prior Notice of Codes of Conduct

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

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

Prior Notice of Specific Beliefs

Los Angeles Southwest College is a non-sectarian institution and, as a public community college, does not seek to instill specific beliefs or worldviews.

Analysis and Evaluation

Codes of conduct for faculty and students are published in the College Catalog, and in the LACCD Board of Trustees Board Rules on the LACCD website.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

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

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

Evidence of Meeting the Standard

The College does not offer curricula in foreign locations to non-U.S. students.

Analysis and Evaluation

Not applicable.

Evidence

Not applicable.

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

Evidence of Meeting the Standard

Agrees to Comply

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

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

Responds to Meet Requirements

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

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

- Thus, all recommendations from 2012 were resolved within the two-year time period set by the Commission.

**Discloses Information**

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

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

**Analysis and Evaluation**

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.C.12-1: LASC Homepage Screenshot
I.C.12-2: LASC Accreditation Webpage Screenshot
I.C.12-3: 2012 Commission Action Letter
I.C.12-4: 2013 Commission Action Letter

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Complies with Regulations and Statutes

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

- Los Angeles Southwest College accurately and honestly describes its accreditation status to the public and other accrediting agencies (I.C.13-1: Screenshot of the accreditation webpage)
- In addition to the ACCJC, the college maintains relationships with various outside accrediting agencies and certifying agencies such as the California Board of Registered Nursing (BRN) for the Nursing Program (I.C.13-2: Letter from the BRN of Accreditation Status).
- In addition, the career technical programs that have professional advisory committees that meet on a monthly or quarterly basis. The membership of these committees includes Los Angeles Southwest College faculty and community industry partners (I.C.13-3: Membership Lists, and/or minutes from advisory committees).
- The College’s Financial Aid Office cooperates with the U.S. Department of Education to comply with the Title IV regulations (I.C.13-4: U.S Department of Education Letter).

Describes Itself in Consistent Terms

- The accreditation status of the college is consistently posted on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).

Communicates Changes

- Any changes to the accreditation status of the college is communicated to the campus community and the public by posting it on the accreditation webpage (I.C.13-1: Screenshot of the accreditation webpage).
Analysis and Evaluation

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

Evidence

I.C.13-1: Screenshot of the accreditation webpage
I.C.13-2: Letter from the BRN of Accreditation Status
I.C.13-3: Lists, and/or minutes from advisory committees
I.C.13-4: U.S Department of Education Letter

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

Evidence of Meeting the Standard

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

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

- This mission statement guides all aspects of college planning, the setting of institutional priorities, and the type of programs and services that the college offers. The mission statement is paramount to all other objectives.
• The College's commitment to its educational mission is further reinforced in the goals and objectives of the college's 2014-2020 Strategic Masterplan.

**Analysis and Evaluation**

The mission statement clearly articulates that the primary commitment of the College is to a high quality education, student achievement, and student learning.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. The College also needs to address the fact that the mission statement does not describe the types of degrees and other credentials it offers. When the mission statement was last reviewed in 2014, these new Standards were not yet available. Now, the College is aware that this is part of the new Standards and that the mission statement needs to be modified to address the types of degrees and other credentials it offers.

**Evidence**

I.C.14-1: 2014-2020 Los Angeles Southwest College Strategic Plan
Standard II: Student Learning Programs and Support Services

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

Standard II.A: Instructional Programs

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

Evidence of Meeting the Standard

Consistent with the Institution’s Mission and Culminate in Attainment

The College offers educational programs that are offered in fields of study consistent with the institution’s mission, and all programs have clear outcomes and requirements.

- Los Angeles Southwest College offers 44 degree programs and 42 certificate programs along with the 13 approved Associate Degrees for Transfer (ADT’s) that are consistent with the college’s mission to “empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders” (II.A.1-1: LASC list of instructional programs; II.A.1-2: ADT degrees).
- All of the programs have identified Program Learning Outcomes (PLOs), which are included in the catalog and the LASC webpage (II.A.1-3: Screenshot of PLOs in catalog and LASC webpage). The requirements for the College’s certificates and Associate Degrees are listed in the college catalog. Certificates and degrees in Career and Technical Education (CTE) are designed to prepare students for certification and employment and are listed in the catalog as well (II.A.1-4: LASC Catalog).
**Culminate in Achievement**

The College’s instructional programs culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer.

- Students who wish to transfer University of California System (UC) or California State University System (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU general education plan (II.A.1-5: University of California Intersegmental General Education Transfer Curriculum (IGETC) and CSU general education plan).
- All of the programs offered by the college are in alignment with LACCD Board Rule E-64 to ensure that all programs offered by the college are aligned with the mission of the college and provide students with the rigor, knowledge, and preparation necessary to earn certificates, degrees, transfer to a four-year institution, and obtain employment. All of the colleges programs are appropriate to higher education (II.A.1-6: LACCD Board Rule E-64).

**Analysis and Evaluation**

Los Angeles Southwest College offers degrees and programs that are appropriate to higher education, that are aligned with the College’s mission, and that culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

II.A.1-1: LASC list of instructional programs  
II.A.1-2: ADT degrees  
II.A.1-3: Screenshot of PLO’s in catalog and LASC webpage  
II.A.1-4: LASC Catalog  
II.A.1-5: University of California Intersegmental General Education Transfer Curriculum (IGETC)  
II.A.1-6: LACCD Board Rule E-64
II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Development of Courses and Programs

Several campus, district, and state organizations work with faculty members to guarantee that courses and programs that are developed meet generally accepted academic and professional standards and expectations.

- The LASC Curriculum Committee has purview in the development of courses and programs at the College. Full time, part time, and adjunct faculty all participate in the development of Course Outlines of Record (CORs) and SLOs and evaluate courses and programs to ensure currency and to improve teaching and learning strategies (II.A.2-1: Screenshot of Curriculum Committee webpage).
- The Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor’s Office approve all Course Outlines of Record (CORs) to ensure that the courses meet generally accepted academic and professional standards and expectations in accordance with Board Rule E-65 (II.A.2-2: Board Rule E-65).
- The Curriculum Committee Chair and the Articulation Officer work with faculty to ensure that academic standards and articulation requirements are met. The process of technical review through the Curriculum Committee allows full-time, part-time, and adjunct faculty the opportunity to discuss curricula and to integrate academic and transfer requirements for courses and programs.

Program and Course Evaluation

Los Angeles Southwest College completes periodic program reviews to measure program effectiveness and to develop strategies for improvement.

- The Program Review Committee oversees the program review process. The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes are assessed in the annual Program Reviews to ensure program relevance, appropriateness, and currency (II.A.2-3: Program Review website screenshot).
- The program reviews, completed by program faculty, include analyses of trends in enrollment, class size, demographics, facilities, faculty, and SLOs. All instructional programs (including CTE programs) complete the same program review document (II.A.2-4: Program Review document).
• The program reviews also address relevancy, appropriateness, and currency of courses and several other components, including:
  • Questions about the mission of the program in relation to the college mission
  • Questions for CTE programs about labor market demand and employment data
  • Questions about faculty staff development (intended to maintain currency in teaching)
  • Questions about outdated course outlines or inactive courses
  • Questions ensuring program SLOs are aligned with program and institutional SLOs
  • The analysis of student feedback.
• Academic program reviews are reviewed by the Vice President of Academic Affairs to ensure that they have been completed and suggestions are made for improvement (II.A.2-5: Program Review website screenshot).

Analysis and Evaluation

Through the SLO process, curriculum updates, and program review, all full-time, part-time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations and act to continuously improve instructional courses and programs through systematic evaluation. These processes ensure currency, improve teaching and learning strategies, and promote student success.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.2-1: Screenshot of Curriculum Committee webpage
II.A.2-2: Board Rule E-65
II.A.2-3: Program Review website screenshot
II.A.2-4: Program Review document
II.A.2-5: Program Review website screenshot

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

Identifies and Regularly Assesses Learning Outcomes

The College identifies and regularly assesses learning outcomes.

- Los Angeles Southwest College has identified course and program SLOs for all of its courses, programs, certificates, and degrees through its curriculum process (II.A.3-1: Screenshot of SLO Portion of Instructional Program Review). As part of the curriculum process, the SLO Coordinator reviews each course outline and SLO addendum to the course outline submitted for updating as part of the technical review process.
- Faculty define SLOs for course and program pathways and design assessments that allow students to demonstrate learning. These assessments are evaluated and changes are made in courses and programs for improvement (II.A.3-2: SLO Assessment and Evaluation Forms).
- The College has an SLO website where SLO and PLO assessments can be accessed (II.A.3-3: SLO website screen shot). All course SLO’s can be accessed through the Electronic Curriculum Database (II.A.3-4: ECD Screen shot).
- The LASC SLO coordinator has established a timeline for fall 2015 courses to be assessed to achieve 100 percent compliance in assessing all courses and programs (II.A.3-7: Fall SLO Assessment Timeline document).

Course Syllabi Include Learning Outcomes

In every LASC class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

- In accordance with the LACCD Board Rules (II.A.3-5: Board Rule 6705.20) all students receive a course syllabus that includes the course SLOs (II.A.3-6: Examples of Course Syllabi).

Analysis and Evaluation

Although the College assesses and evaluates its SLOs and PLOs, it needs to implement a regular and continuous cycle of SLO and PLO assessment. Over the past eight years, the college has had three SLO Coordinators.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard. Further, the college needs to implement a regular and continuous cycle of SLO and PLO assessment.
Evidence

II.A.3-1: Screenshot of SLO Portion of Instructional Program Review
II.A.3-2: SLO Assessment and Evaluation Forms
II.A.3-3: SLO website screen shot
II.A.3-4: ECD Screen shot
II.A.3-5: Board Rule 6705.20
II.A.3-6: Examples of Course Syllabi
II.A.3-7: Fall SLO Assessment Timeline document

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

Evidence of Meeting the Standard

Distinguishes Pre-Collegiate Level Curriculum

LASC distinguishes pre-collegiate level curriculum from college level curriculum.

- Los Angeles Southwest College distinguishes its pre-collegiate level curriculum in the Course Outline of Record (COR) and the college catalog (II.A.4-1: Example of a Course Outline of Record; II.A.4-2: College catalog).
- The College offers basic skills courses in math and English, both credit and non-credit. Additionally, the college offers English as a Second Language (ESL) courses, tutoring courses, learning skills courses, and various non-credit courses through the Bridges to Success Program to support student learning and provide a pathway for students to advance and succeed in college-level curriculum (II.A.4-3: Bridges to Success Program Flyer).

Directly Supports Students

The college directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

- There are several ways the College supports students in pre-collegiate level curriculum. Students are supported through the Student Success Center, which offers supplemental instruction, online workshops, tutoring, and pre-assessment preparation for math and English, and through the Basic Skills Initiative (II.A.4-4: Student Success Center page screen shot of services offered; II.A.4-5: 2015-2016 Basic Skills Plan).
Analysis and Evaluation

Los Angeles Southwest College offers pre-college courses that fall under the Basic Skills designation. These courses are offered as credit and non-credit courses and range from math, English, ESL, and tutoring and can be found in the college catalog. The college directly supports students in gaining the knowledge and skills necessary to matriculate from non-credit to credit courses and from pre-collegiate and basic skills level courses to degree applicable and transfer courses.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.4-1: Example of a Course Outline of Record  
II.A.4-2: College catalog  
II.A.4-3: Bridges to Success Flyer  
II.A.4-4: Student Success Center page screen shot of services offered  
II.A.4-5: 2015-2016 Basic Skills Plan

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

Evidence of Meeting the Standard

Degrees and Practices Common to American Higher Education

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

- Administrative Regulation 64 speaks to procedures for development and approval of new educational programs and options, specifically, program planning and development, program criteria, appropriateness to the mission, need, quality, feasibility, and compliance (II.A.5-1: Regulation 64 - Development and Approval of New Educational Programs and Options).
• Administrative Regulation 65 speaks to curriculum development and approval: standards and procedures, specifically, local and District curriculum development, procedures, and listing of courses (II.A.5-2: Administrative Regulation 65 - Curriculum Development and Approval: Standards and Procedures).

**Ensures Minimum Degree Requirements**

LASC ensures that minimum degree requirements are 60 semester credits or equivalent at the associate degree level.

• Board Rule 6200 speaks to the requirements to achieve an Associate Degree, specifically, the unit requirement of 60 minimum units of course credit to achieve an associate degree; the scholarship requirement of achieving a grade of “C” or better, in all work attempted in the degree or major; the competence requirement of “C” or better for the math and English courses required for graduation; the degree and certificate requirement for students to have completed at least 12 units in residency at the college that the degree is to be conferred; the general education requirement; the graduation requirements to achieve an Associate’s Degree in Nursing; the double counting of coursework; Associate Degrees for transfer and local Associate Degrees; catalog rights; and additional and concurrent Associate Degrees (II.A.5-3: Board Rule 6200 - Associate Degree).

• The College Catalog provides students with the proper course sequence (and pre/co-requisites) necessary to complete a certificate, degree, or transfer (II.A.5-4: College Catalog).

**Analysis and Evaluation**

The College follows practices common to institutions of higher education in the development and approval of its educational programs, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credits or equivalent at the associate degree level.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

II.A.5-1: Regulation 64 - Development and Approval of New Educational Programs and Options
II.A.5-2: Administrative Regulation 65 - Curriculum Development and Approval: Standards and Procedures
II.A.5-3: Board Rule 6200 - Associate Degree
II.A.5-4: College Catalog

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

Evidence of Meeting the Standard

Schedules Courses to Allow Students to Complete Certificates and Programs

The College ensures that all parties involved in course scheduling work together to schedule courses in a way that allows students to complete certificates and programs in a timely manner.

- In collaboration between departments chairs, academic deans, and the Enrollment Management Committee, the College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (II.A.6-1: Enrollment Management materials; II.A.6-2: Enrollment Management membership screenshot).
- When galleys are created to schedule courses, data is provided, and the department chairs and academic deans make every effort to offer classes in sequence as outlined in the College Catalog (II.A.6-3: Course scheduling data; II.A.6-4: College Catalog, degree requirements). The departments use five-semester plans for course scheduling and, and schedule classes in both daytime and evening time slots to accommodate both day and evening students (II.A.6-5: Example of a five-semester plan; II.A.6-6: Class Schedule).

Analysis and Evaluation

The department five-semester plans and enrollment data provided to department chairs at the time of scheduling classes ensure that courses are scheduled in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.
Evidence

II.A.6-1: Enrollment Management materials
II.A.6-2: Enrollment Management membership screenshot
II.A.6-3: Course scheduling data;
II.A.6-4: College Catalog, course requirements)
II.A.6-5: Example of a five-semester plan
II.A.6-6: Class Schedule

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

Evidence of Meeting the Standard

Delivery Modes and Teaching Methodologies

LASC uses delivery modes and teaching methodologies that reflect the diverse and changing needs of its students.

- Los Angeles Southwest College meets the needs of its varied student populations with classes in many formats, including full-semester, short-term, hybrid, online, and weekend courses (II.A.7-1: Class Schedule).
- The college supports faculty through professional development opportunities that facilitate the delivery of instruction in multiple formats and engage different learning styles. Further, new and tenured faculty at Los Angeles Southwest College continue to participate in the Faculty Teaching and Learning Academy (FTLA) to enhance their teaching skills and learn new pedagogical strategies to address the academic and cultural changes in the student population (II.A.7-2: Professional Development Plan; II.A.7-3: Flyers of professional development workshops; II.A.7-4: LASC FTLA participants).

Learning Support Services and Programs

The College also uses learning support services that reflect the diverse and changing needs of its students.

- In keeping with the College’s mission to “empower a diverse student population to achieve their academic and career goals, and to become critical thinkers and socially responsive leaders,” the college has learning support services and programs such as the Student Success Center, the Career Center, Tutoring, Supplemental Instruction, the Library, EOP&S/CARE, DSP&S, Passage, and TRIO to address the diverse and changing needs of all students, including students who are economically and
educationally disadvantaged or may have a physical or learning disability (II.A.7-5: Screen shot of service programs).

**Analysis and Evaluation**

The College is committed to meeting the needs of all students by offering classes of various lengths, mediums, and modes to meet the diverse lifestyles and goals of the students that attend the College. Additionally, the College has support programs in place to address the needs of all students (traditional and nontraditional), and many of these services are available online.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

II.A.7-1: Class Schedule  
II.A.7-2: Professional Development Plan  
II.A.7-3: Flyers of professional development workshops  
II.A.7-4: LASC FTLA participants  
II.A.7-5: Screen shot of service programs

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

**Evidence of Meeting the Standard**

*Validates the Effectiveness of Department-Wide Course Examinations*

The college validates the effectiveness in measuring the learning outcomes of course-exiting students in the English and math departments where departmental course examinations are given.

- This process is most visible in the where a departmental final for the remedial courses is assessed for student learning by the departments’ faculty. The instructors utilize a department-developed rubric that is reviewed periodically (II.A.8-1: Math and English Department exit exams; II.A.8-2: Math and English Department exit exam scoring rubrics).
English Department-Wide Examinations

The institution ensures that processes are in place to reduce test bias and enhance reliability in the English department-wide examinations.

- The English department’s final measurement of students in its remedial courses begins with a departmentally agreed-upon rubric for each remedial course level; the rubric is based on skills competencies and is developed by a faculty member for each level. The lower level basic skills course focuses on sentence structure with grammar review; thus, the student learning outcomes for this level would require the student to demonstrate sentence skills with a moderate level of grammar understanding during the final writing.
- The next level course requires the student to learn and practice the skills of paragraph structure through the basic modes of argument with an additional grammar review. The department faculty members meet to share and grade typical student writing for each course level to facilitate both full-time and adjunct faculty’s shared aims for learning outcomes and commonality for grading. The department then supplies, through a faculty member’s decision, a published essay written at the appropriate reading skill levels for each course level, which all remedial course instructors use in their classrooms as a final essay.
- Instructors meet after finals are given to share and grade two other instructors’ class finals with a suggested grade based on the rubrics of the course levels. Each instructor is free to use this shared grading as a guide for the final course grades. The result is a process that enhances reliability and minimizes test biases due to a continuous scrutiny of the process (II.A.8-3: English Department exit exam scoring rubric; II.A.8-4: English Department Essay).

Math Department-Wide Examinations

LASC also ensures that processes are in place to reduce test bias and enhance reliability in the math department-wide examinations.

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

- Upon faculty agreement, changes to specific question(s) are made and re-tested the following semester. To support consistently across all 112 and 115 sections, a study guide aligned with course content and outcomes is produced and updated. Any change in the common final results in a change in the study guide (II.A.8-5: Math Department common final examination for Math 112 and 115; II.A.8-6: Math Department Study Guide).

**Analysis and Evaluation**

The English and math departments’ final examination development process minimizes test biases because of the level of scrutiny by departmental members during the internal validation process. Both exams measures student progress across remedial and basic skills sections of each level with an assessment tool or rubric. The norming sessions align instructors' standards to the rubric, and this sets a common standard, minimizing bias.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

II.A.8-1: Math and English Department exit exam  
II.A.8-2: Math and English Department exit exam scoring rubric  
II.A.8-3: English Department exit exam scoring rubric  
II.A.8-4: English Department Essay  
II.A.8-5: Math Department common final examination for Math 112 and 115  
II.A.8-6: Math Department Study Guide

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

Credit Awarded Based on Attainment of Learning Outcomes

The college awards course credits, which lead to degrees and certificates, based on student attainment of learning outcomes.

- Student learning outcomes are included in all Course Outlines of Record (COR) and course syllabi (II.A.9-1: Example of a course outline; II.A.9-2: Example of course syllabus).

Credit Awarded Consistent with Generally Accepted Norms

The College ensures that units of credit awarded are consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education.

- In accordance with Board Rule 6201, students must complete 60 units minimum, meet the scholarship requirement of a 2.0 or higher grade point average in all work, achieve a grade of “C” or better in the program’s major requirements, complete a competency requirement in math and English, and a complete a minimum of 18 units of general education. Certificates are also awarded in accordance with Board Rule 6201, with the same scholarship requirements (II.A.9-3: Board Rule 6201).
- The college does not award credit based on the clock to credit hour conversion formula.

Analysis and Evaluation

In accordance with the Board Rule Board Rule 6201, the College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with instructional policies that reflect generally accepted norms or equivalencies in higher education.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.9-1: Example of a course outline
II.A.9-2: Example of course syllabus
II.A.9-3: Board Rule 6201
II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

**Evidence of Meeting the Standard**

**Makes Available Transfer-of-Credit Policies**

The college and the District make available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty.

- LACCD Administrative Regulation E-93 ensures that all colleges within the LACCD will accept degree-applicable coursework completed at other colleges for the purpose of an Associate Degree in general education (II.A.10-1: LACCD Administrative Regulation E-93). Students may inquire about their course equivalencies from other institutions at the Admission Office or the Counseling Office.
- LACCD Administrative Regulation E-101 ensures that all colleges within the LACCD will provide a process for granting Associate Degree credit for coursework completed at institutions of higher education outside the United States, which are deemed comparable or equivalent to the first two years of college education (II.A.10-2: LACCD Administrative Regulation E-101).
- At Los Angeles Southwest College, credit is authorized for work completed at non-accredited institutions (including law enforcement and military training) under the provisions of this regulation. Students transferring from non-accredited institutions may, after successful completion of 30 units with a “C” or better grade point average at Los Angeles Southwest College, petition to have previously completed non-accredited courses evaluated for acceptance by the College. Only 15 units of those credits may be accepted (II.A.10-3: College catalog: Credit for Courses Completed at Non-Accredited Institutions).

**Certifies Comparable Learning Outcomes**

In accepting transfer credits to fulfill degree requirements, LASC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

- Los Angeles Southwest College maintains articulation agreements with California and out of state senior institutions through ASSIST to ensure that the colleges’ expected learning outcomes and rigor for transferred courses (courses which may serve as a pre/co-requisite for a program or degree) be equivalent to a general

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education course, meet a core certificate or degree requirements, and are comparable to the learning outcomes at the College (II.A.10-4: Screenshot of ASSIST website).

Analysis and Evaluation

Los Angeles Southwest College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The college accepts articulated courses for degree eligibility and as part of the requirements for the graduation. The college maintains articulation agreements with California and out of state senior institutions through ASSIST.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.10-1: LACCD Administrative Regulation E-93
II.A.10-2: LACCD Administrative Regulation E-101
II.A.10-3: College catalog: Credit for Courses Completed at Non-Accredited Institutions
II.A.10-4: Screenshot of Assist website

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

Evidence of Meeting the Standard

Student Learning Outcomes Included in all Programs

Los Angeles Southwest College includes in all of its programs, student learning outcomes appropriate to the program level.

- These SLOs, PLOs, and Institutional Learning Outcomes (ILOs) can be found in Electronic Curriculum Development (ECD), program reviews, the College website, the schedule of classes, or the College Catalog (II.A.11-1: Example of SLOs in ECD; II.A.11-2: Example of PLOs in Program Review; II.A.11-3: Example of SLOs and PLOs on the College website; II.A.11-4: Example of ILOs in the College Catalog; II.A.11-4: Example of ILOs in the class schedule).
**Competencies and Skills in Student Learning Outcomes**

LASC’s includes in all of its programs student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- Los Angeles Southwest College’s institutional learning outcomes provide students with the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience. These outcomes may also be equated with General Education (GE) outcomes.

1. Communication (Oral and Written Skills)
   - Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
   - Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
   - Utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
   - Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
   - Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being

**Analysis and Evaluation**

All degrees offered by the College include outcomes in communication, competency, information competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives directly through the general education requirements or through meeting the major requirements.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.
Evidence

II.A.11-1: Example of SLO’s in ECD
II.A.11-2: Example of PLO’s in Program Review
II.A.11-3: Example of SLO’s and PLO’s on the College website
II.A.11-4: Example of ILO’s in the college catalog
II.A.11-5: Example of ILO’s in the college catalog

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

Evidence of Meeting the Standard

Requires a Component of General Education and Determines Appropriateness

The College requires a component of general education in all degree programs and relies on faculty expertise to determine appropriateness of each course for inclusion in the general education curriculum.

- Through the Curriculum Committee, the College created a Philosophy on General Education and relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum by requiring faculty to submit a General Education Course Application to meet the requirements of Board Rule 6201.14 (II.A.12-1: Philosophy on General Education; II.A.12-2: General Education Course Application; II.A.12-3: Board Rule 6201.14 General Education Requirements):
  - General Education is designed to introduce students to the variety of means through which people comprehend the modern world.
  - Developing and implementing a specific philosophy of General Education is a responsibility of the College since each college must be sensitive to the unique educational needs and learning environment of its students.
  - The three general education plans offered at the colleges of the Los Angeles Community College District are the LACCD General Education Plan; the California State University General Education Breadth Plan (CSU GE-Breadth Plan); and the Intersegmental General Education Transfer Curriculum (IGETC).

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**General Education Includes a Broad Comprehension**

The learning outcomes in LASC’s general education courses include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

- These plans cover the general education areas of Natural Science, Physical Science, Social and Behavioral Sciences, Humanities; Language and Rationality, Health and Physical Education, and Math; and address the areas of communication, critical thinking, research and information literacy, diversity, qualitative analysis and reasoning, and arts and cultural awareness and can be found in the College Catalog (II.A.12-4: College Catalog).

**Analysis and Evaluation**

General Education courses are created by the faculty and are required for the achievement of an AA/AS or AA-T/AS-T in accordance with Board Rule 6201.14. The general education plans are included in the College Catalog, and general education courses prepare students for and acceptance of responsible participation in civil society; skills for lifelong learning and application of learning; and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

II.A.12-1: Philosophy on General Education
II.A.12-2: General Education Course Application
II.A.12-3: Board Rule 6201.14 General Education Requirements
II.A.12-4: College Catalog

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

Degree Programs Include Focused Study

All degree programs at LASC include focused study in at least one area of inquiry or in an established interdisciplinary core.

- Students who wish to complete a degree at Los Angeles Southwest College must complete a minimum of 60 degree-applicable units and 18 units in a major area of emphasis (II.A.13-1: Board Rule 6201.10 Unit Requirement; II.A.13-2: Board Rule 6201.14 General Education Requirement).

Identification of Specialized Courses Based on SLOs and Competencies

All degrees at LASC have Program Learning Outcomes (PLOs) that align with Student Learning Outcomes (SLOs) and to the key theories and practices in the program.

- The Course Outlines of Record (COR) describe the major course topics, the course SLOs, and any pre/co-requisites necessary to be successful in the class (II.A.13-3: Example of a Course outline of Record).

Analysis and Evaluation

All degree programs at Los Angeles Southwest College require students to complete 18 units in a major area of emphasis. The Learning Outcomes (PLOs) are aligned with the Student Learning Outcomes (SLOs) and to the key theories and practices in the program.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.13-1: Board Rule 6201.10 Unit Requirement
II.A.13-2: Board Rule 6201.14 General Education Requirement
II.A.13-3: Example of a Course outline of Record

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

Career-Technical Graduates Demonstrate Competencies

Los Angeles Southwest College prepares the students of career-technical certificates and degrees to demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

- Through the program review process, advisory committees, and the college CTE Plan, Los Angeles Southwest College ensures that its CTE programs prepare its graduates with the appropriate knowledge and skills required by industry standards (II.A.14-1: LASC Program Review page screenshot; II.A.14-2: CTE Plan).
- In 2015 the California Community College Student Success Scorecard for Career Technical Education (CTE) Completions showed that Los Angeles Southwest College was tied for 24th in the State Rankings in CTE completions (out of 112 California Community Colleges) and was ranked number seven in its scorecard peer group (II.A.14-3: 2015 CCC Student Success Scorecard CTE Completions document).

As reported in the 2015 ACCJC Annual Report:

- The job placement rates for Business, Child Development, and the Administration of Justice programs exceeded the institutional set standards.
- While the Nursing program pass rate exceeded the institutional set standard in this report, based on 2012-2013 data, the college is concerned that the current five-year NCLEX average score and job placement are declining.

Creates Clear Pathways to Certificate and Degree Completion and Employment

Los Angeles Southwest College is working on increasing the success of the students in its career-technical certificates and degrees by creating clear pathways to certificate and degree completion and employment.

- On October 27, 2015, it was announced in a Los Angeles/Orange County Regional Consortia eUpdate feature story, that Los Angeles Southwest College, under the leadership of the CTE Dean, would be spearheading a pilot effort to create a model pathway program that engages industry and addresses the misalignment in skill development, industry employment preparation, and on-the-job readiness (II.A.14-4: 2015 ACCJC Annual Report; II.A.14-5: Los Angeles/Orange County Regional Consortia eUpdate feature story document).
Analysis and Evaluation

Los Angeles Southwest College is preparing its graduating students to meet employment standards and preparation for external licensure and certification. The College is working on improving program pass rates on external licensure and certification and increasing job placement rates.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.14-1: LASC Program Review page screenshot
II.A.14-2: CTE Plan
II.A.14-3: 2015 CCC Student Success Scorecard: CTE Completions document
II.A.14-4: 2015 ACCJC Annual Report
II.A.14-5: Los Angeles/Orange County Regional Consortia eUpdate feature story document

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

Evidence of Meeting the Standard

Minimizes Disruptions from Program Changes

The College makes appropriate arrangements to minimize disruptions and allow students to complete their education in a timely manner when programs are eliminated or changed.

- When the College eliminates or makes major changes in programs, it does so through the conclusions of the program review, program viability, and substantive change processes. Identified signals initiate a process to determine whether changes or the termination of a program is necessary to maintain “program viability.” As part of the process, the College makes sure that students are advised about any changes that may occur as an outcome of the review process and creates systems, if necessary, to assure that affected students can complete their programs (II.A.15-1: Program Viability procedure).
Analysis and Evaluation

Through the Academic Senate, Los Angeles Southwest College has a process for program viability that makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption if a program is eliminated.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.15-1: Program Viability process

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

Evidence of Meeting the Standard

Evaluates and Improves the Quality and Currency of all Instructional Programs

Los Angeles Southwest College regularly evaluates and improves the quality and currency of all instructional programs offered by the College (whether these classes are offered face-to-face, as a hybrid class, or online) including collegiate, pre-collegiate, and career-technical programs, and completes periodic program reviews to measure program effectiveness and to develop strategies for improvement.

- The most current annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes are assessed in the annual Program Reviews, as part of the Program Review process, to ensure program relevance, appropriateness, and currency (II.A.16-1: Program Review website screenshot).
- The College does not offer continuing and community education courses. Additionally, courses are updated every six years and recently, every two years, in an effort to keep the ADT’s accurate (II.A.16-2: Curriculum update list).
Analysis and Evaluation

Los Angeles Southwest College regularly evaluates and improves the quality and currency of all instructional programs offered by the College through program review and, if deemed necessary, program viability. The College regularly updates its courses.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.A.16-1: Program Review website screenshot
II.A.16-2: Curriculum Update List
II.B. Library and Learning Support Services

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

Evidence of Meeting the Standard

Supports Student Learning and Achievement

Los Angeles Southwest College supports student learning and achievement by providing the library and other learning support services to students and to personnel responsible for student learning and support.

- The College is committed to ensuring that learning support services are consistently available to students at a level that is sufficient to support the learning needs of its diverse student population.
- The library and Student Success Center (SSC) are open regularly during semesters and intersessions to be available to students during the entire academic year (II.B.1-1: Screenshot of library webpage with office hours).
- Reference librarians are available to students and faculty whenever the library is open, along with support personnel responsible for student learning by providing in-class lessons on using library resources and specialized research guides on request (II.B.1-2: Library Personnel document).
- Regardless of location, students are able to access the library’s electronic resources through the LASC Library Website (II.B.1-3: Screenshot of Library webpage with links to Library Catalog, eBooks, magazines, Journals, and Newspaper Articles).

Student Success Center

One of the ways the College supports student learning and achievement is through the Student Success Center.

- The Student Success Center (SSC) provides tutoring and supplemental instruction and workshops designed to address the needs of all students across the curriculum and assists students in achieving their academic goals by offering services that address the learning styles and ability level of students. The SSC is located in the library on the third floor. In addition to tutors, the SSC provides students with the use of computers,
whiteboards, study rooms, student tables, and course-specific supplemental instructors. The Student Success Center is open during the regular library hours (II.B.1-4: Screenshot of Student Success Center webpage).

**Library**

The library is another resource that the college uses to support student learning and achievement.

- The College recently reopened its permanent library and Student Success Center in spring 2015, as it underwent a 38.8 million dollar renovation. This renovation included reading rooms, individual study carrels, group study rooms, library stacks, two smart classrooms with smart boards, two computer labs with 48 new student-use computers, librarian offices, and a workroom. The library also has Wi-Fi and open spaces for students who want to use their personal computers and tablets or study (II.B.1-5: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library).

- To ensure that the library and Student Success Center provide ongoing instruction and learning support services, the library faculty have developed an ongoing, annual process to regularly update and assess its library collection. A one-time $250,000 allocation for print and electronic books and other library materials was used to fund the titles on this list (II.B.1-6: LASC Library 2013-2014 Acquisition Plan for Library Remodel).

- As part of the five-year budget plan, the College has committed an additional $50,000 per year to update the print and electronic library collection. As an external check on the validity of this process, the Library Advisory Committee meets regularly to review the acquisition plan and offer feedback (II.B.1-7: Library Advisory Committee Minutes, December 15, 2014).

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

**Information Competency**

The College provides ongoing instruction for users of library and other learning support services.

- The Library provides formal instruction classes (Library Science 101 and Library Science 102) and informal instruction (information competency workshops) to ensure that students understand and demonstrate information competency. The library continues to implement a full cycle of instruction, assessment, and program improvement related to the College’s Information Competency ISLO. Specifically,
library staff have collaborated with the English Department to teach and assess the College’s Information Competency ISLO for multiple semesters (II.B.1-8: Screenshot of Library Science classes in the class schedule).

- In fall 2013, the College information competency ISLO was assessed in English 21 and 28. These are the two courses in the English course sequence before college-level English. The results of this assessment indicated that students in those levels have challenges understanding differences between scholarly information sources and non-scholarly Internet sources (II.B.1-9: Information Competency Report).
- To determine whether students gain understanding in this area by the time they reach college-level English, the same assessment will be performed in English 101 (i.e. College Reading and Composition I) and English 103 (Composition and Critical Thinking) in spring 2016. At the end of spring 2016, English faculty and librarians will participate in a debriefing to analyze this ISLO assessment data. They will then develop and implement strategies to ensure improvement. Further, they will begin exploring ways to integrate the information competency ISLO into the overall college curriculum rather than relying solely on one department to meet an ISLO.

Analysis and Evaluation

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

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

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.B.1-1: Screenshot of Library webpage with office hours
II.B.1-2: Library Personnel document
II.B.1-3: Screenshot of Library webpage with links to Library Catalog, eBooks, magazines, Journals, and Newspaper Articles
II.B.1-4: Screenshot of Student Success Center webpage
II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

**Evidence of Meeting the Standard**

*Relies on Faculty to Select Appropriate Educational Equipment*

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

- In 2012, the College established a Library Liaison Model whereby the full-time librarians are specifically assigned to specific academic departments to assist with collection developments. The librarians assist the department in decision making as it considers, plans, and updates curriculum and offers suggestions on library acquisitions and, as result of this process, is aware of the future needs of the library collection (II.B.2-1: LASC Library Acquisitions List).

- In consultation with the expertise of faculty, including librarians and other learning support services professionals, a major de-selection project was completed that resulted in the elimination of 17,000 obsolete titles from the library collection. During the 2012-2013 academic year, the library completed a two-year materials acquisitions plan and revised the collection development policy to help ensure that its holdings remain current. Further, the librarians played a significant role in the procurement of the furniture and equipment that is currently in the library (II.B.2-1: LASC Library 2013-2014 Acquisition Plan for Library Remodel; LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library).

**Analysis and Evaluation**

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

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.B.2-1: LASC Library Acquisitions List
II.B.2-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library

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

Evidence of Meeting the Standard

Evaluates Library and Other Learning Support Services

The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs, and evaluation includes evidence that they contribute to the attainment of student learning outcomes. These results are used as the basis for improvement.

- The Library and other learning support services evaluate the effectiveness of their services and develop plans for improvement during the program review process. The most current library annual program review occurred in fall 2015. The last comprehensive program review occurred in fall 2014. Program Learning Outcomes (PLOs) are assessed in the annual program reviews, as part of the program review process to ensure program relevance, appropriateness, and currency (II.B.3-1: Library Program Review for fall 2014 and 2015; II.B.3-2: 2015 Learning Skills data sheets).
- As noted in the fall 2015 Library Program Review, evaluation, and recommendation:
  - Enrollment in the LASC Library Science credit courses more than doubled from fall 2013 (nine enrollments) to fall 2014 (20 enrollments). This increase in enrollment can be attributed to college funding of 30 hours per week of additional librarian instruction time in 2014-15, which allowed an increase in the number of face-to-face credit classes and online instruction. The library provided good quality instruction using both in-person and online platforms during 2014 (three sections of Library Science 101). This stands in significant contrast to the availability of Library Science courses for fall 2013 (one section of Library Science 101). This allowed students greater flexibility when integrating Library Science credit courses into their busy schedules, which can...
often include full or part-time work, childcare, and other responsibilities. Another factor that possibly led to an increase in Library Science enrollment was increasing competition among UC and CSU schools. Since Library courses provide students with one transferable unit to UC and CSU campuses, many students will take these courses in an effort to boost their potential transfer options. The LASC Library credit class enrollment increase is much higher than the 5.4 percent increase (from 2012 to 2014) for the campus as a whole.

- For the majority of ethnic groups on campus, the Library Science credit class saw a percentage increase in representation. Asian-Pacific Islander students saw a five percent increase from fall 2013 to fall 2014. This stands in contrast to the .3 percent decrease the campus as a whole experienced among our Asian/Pacific Islander students during that same time period. Hispanic student enrollment in Library Science credit classes increased 18 percent during 2013-2014. This increase among Hispanic students runs parallel with the 1.4 percent increase in enrollment experienced overall by LASC. A five percent increase in enrollment in Library Science credit courses occurred among White students--while the LASC campus experienced a .1 percent increase among White students from 2013 to 2014. Multiethnic students experienced a 5 percent increase in the program while the LASC campus experienced a .7 percent increase among multiethnic students from 2013 to 2014. The Library Science credit class program experienced a five percent increase among the "Unknown" ethnic group, which stands in contrast to the .4 percent decrease experienced by LASC from 2013 to 2014. The Black/African-American ethnic group saw a 37.8 percent drop in the Library Science credit class enrollment from fall 2013 to fall 2014. This mirrors the 1.5 percent decrease of the Black/African-American ethnic group at LASC as a whole from 2013 to 2014. Enrollment figures in Library Science credit courses likewise mirror many of the percentages that define the ethnic makeup of the communities that surround LASC.

- Assessment of SLOs comes from the data for the Library Science 101 course. Data was gathered using a course pre-test, post-test (final exam), and a final project (annotated bibliography project). SLOs are included in the course syllabus and website. They are referenced throughout the course as they are incorporated into assignments, quizzes, final exams, and final projects.

  - SLO 1: Demonstrate the ability to retrieve, manipulate, evaluate and utilize relevant information across discipline lines.
  - SLO 1 was measured by administering a pre-test and a final exam to Library Science 101 students. Students scored an average of 63 percent on the pre-test for SLO 1. They scored an average of 80 percent on the post-test (final exam). Over 50 percent of the students
in Library Science 101 scored over an 83 percent on the post-test (final exam) assessment.
• SLO 2: Demonstrate the ability to research and write a bibliography using MLA or APA Citation Style.
• The scores achieved by Library Science 101 students on their Annotated Bibliography projects measured this SLO. The average score for this project was a 73 percent.

• Students excelled at locating and assessing information found on the Internet, and deciding whether it was an appropriate source for an academic assignment. Students excelled at developing research questions and identifying keywords for potential database searches. Students also excelled at navigating library databases and determining whether or not the articles retrieved met their research needs.

• Students continue to struggle with APA and MLA citation styles. They understand that citation styles are important to provide evidence of research and to avoid plagiarism but struggle with applying citation styles to academic assignments. This is most likely due to time-consuming nature of adequately formatting assignments according to a citation style.

• Students who came during designated office hours or booked individual meeting times with instructors tended to achieve higher grades in the courses than their peers who did not seek out individual assistance.

• Students struggled with locating reference materials in either print or online formats that assisted them with addressing a research question. They also had trouble determining the difference between a reference material and a regular library resource.

• In Library Science 101, students struggled with matching weekly assignment requirements and quizzes with the annotated bibliography (final assignment) requirements. This resulted in ongoing explanations of what was required in an annotated bibliography and how it was a comprehensive work product of everything students learned in the course.

• In order to improve student performance:
  • Increase the level of instructional support needed for students to be successful in an online format.
  • Purchase online reference/chat software (QuestionPoint). This would allow students to interact with a librarian online while completing coursework.

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• Provide both in-person and online students with multimedia demonstrations and tools that illustrate course concepts.
• Purchase Snagit (screen capture) and Camtasia (video capture)
• Provide a greater number of Library Science for-credit courses and informal library workshops.
• Increase the individual, one-on-one instructional support the library is able to provide to LASC students.
• Hire another full-time librarian who specializes in instruction and information literacy.

Analysis and Evaluation

The library, through program review, evaluates the services it offers and includes evidence that it contributes to the attainment of student learning outcomes and student improvement.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.B.3-1: Library Program Review for fall 2014 and 2015
II.B.3-2: 2015 Learning Skills data sheets

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

Evidence of Meeting the Standard

Formal Agreements Exist When Collaborating

When the College relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized.
• The Los Angeles Southwest College Library collaborates with the eight other District libraries and participates in an intra-library loan system for books. SirsiDynix (which monitors inter-library loans, circulation, late returned books, and lost books and enables students to search for resources across the district library database) is the provider for the integrated library system for all of the libraries of the Los Angeles Community College District (LACCD). The contracts are negotiated and maintained by the District contracts office. The LACCD Information Technology Department maintains and secures the SirsiDynix Symphony server (II.B.4-1: LACCD Intra System Loan Policy; II.B.4-2: California Community College Library Consortium documents).

Evaluates Services to Ensure Effectiveness

The Library regularly evaluates its services through program review to ensure their effectiveness.

• As part of the learning support services for its instructional programs, the library purchased Wi-Fi for students who want to use their own devices and for instructional purposes. However, the fall 2015 Program Review pointed out the dissatisfaction with the WiFi’s consistency. As a result of this evaluation, the college is working to improve the WiFi service so that students may continue to use it and so that instruction is not hindered (II.B.4-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library; II.B.4-4: Library Program Review for fall 2015).

Analysis and Evaluation

The College collaborates with the eight other District libraries and participates in an intra-library loan system for books. The LACCD has an intra-system loan policy that formally addresses the policy. The LACCD assures through contracts that the maintenance and reliability are validated.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

II.B.4-1: LACCD Intra System Loan Policy
II.B.4-2: California Community College Library Consortium documents
II.B.4-3: LASC Bond Program Furniture, Fixtures, and Equipment Budget for the Library
II.B.4-4: Library Program Review for fall 2015
II.C. Student Support Services

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

Evidence of Meeting the Standard

Available Student Support Services

Los Angeles Southwest College regularly evaluates the quality of student support services.

- Evaluation of student support services exists for LASC’s programs on the campus primarily, as there is no other location that provides educational services except the College’s Distance Education program. The College does not offer correspondence courses.
- LASC’s student support programs and services include Admissions and Records, Assessment Office, Bridges to Success Center, Counseling Services, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Service (EOP&S) and Cooperative Agencies Resources for Education (CARE), Financial Aid, Foster and Kinship Care Education Program/Guardian Scholars, First Year Experience Program, CalWORKs, International Student Services, Outreach and Recruitment, Passage Program, Student Health Services, ASO Office, Transfer Center, TRIO Programs and the Veterans’ Student Center.

Methods of Evaluating Student Support Services

The College uses Non-Instructional Program Reviews and Point of Contact Surveys to evaluate the quality of student support services.

- The primary evaluation is done via the Non-Instructional Program Reviews, which are available from the LASC Homepage. The process assures that regardless of delivery, online or in person, information is evaluated to support continued student learning and Service Area Outcomes (SAOs) in order to accomplish the best service for students. Students are taught to use the services appropriately to attain their identified successful outcomes.
- Beginning in 2014-15, the campus began using Share Point to store data and research the effectiveness of student support services via the Non-Instructional Program Review process.
- In addition, all of the student support service areas distributed Point of Contact Surveys during peak periods of student use. These surveys provided information and input as to whether outcomes established by the service area were seen as being effective.
successfully met by LASC students. Overall, institutional data as to student outcomes determined the success of any trends or interventions listed in the Non-Instructional Program Reviews.

**Student Support Services for Distance Education Students**

The College ensures that students in online classes have access to the same student services as students on campus.

- For the Distance Education portion of the review, the primary bar on the LASC homepage links all concerned to the student support services for distance education. These links ensure that students have online connections to the same services that in-person students receive. Included on this site are the following:
  - **Counseling**: Ask a Counselor link. At this time, the College is also investigating with the Counseling Department the possibility of Online Advising. Students are also able to review grades online.
  - **Admissions**: Registration is available online for continuing and prospective students.
  - **Student Lingo**: Offers workshops online related to Personal Management, Learning Strategies, Testing Taking, etc. Some of the workshops online are also available in Spanish.
  - **DSPS**: Two video links that comply with Section 504 and assist students with converting videos to closed caption are available.
  - **Orientation**: In 2014 the campus piloted a product with Cynosure that addressed a truly comprehensive online orientation and fully implemented it in fall 2015.
  - **FAQ’s**: Also available online to assist students seeking services.

**Analysis and Evaluation**

The Program Review process allows for review of trends and assessment of Service Area Outcomes and Student Learning Outcomes. Through this evaluation process, changes are implemented in student support services that support student learning and success. The College and division are improving every year as a result of the program review process, especially in the area of utilizing assessment data.

As a result of the annual Non-Instructional Program Reviews in the programs listed above, student service areas have collaborated strongly with monthly Student Services Managers meetings on campus and attended district wide meetings in support of the outcomes listed in their reviews. Every student services program has at least one, and several two or more, SAOs and/or SLOs. As a result, Los Angeles Southwest College has the highest percentage in the district in Orientation, Assessment and Counseling services, some of the primary services to document student success. Part of the review process includes approval at the level of
deans and vice president, with the opportunity to return any comments for improvement as part of the plan.

During the academic year, the Vice President of Student Services leads a division-wide discussion to develop strategies and activities for improvement, prioritizing resource requests, and the quality of student services programs. What is evident, however, is that categorical, special state, and federal funding fund the majority of the services at the College. It’s important that the campus begin to institutionalize financially supporting these programs whose special funds will not continue if the program is not re-funded. This is the case with the Passage Program and the First Year Experience Program. Both programs showed successful student outcomes but were not refunded. Data supports the success of these pilot programs but as the deadline date approaches, the institution should commit to supporting the funding.

The arrival of the new online Non-Instructional Review Process truly supports the trends.
- Areas that will need additional attention based on Financial Aid surveys included
  lines being too long in Financial Aid with a wait period of sometimes over two hours
- Not enough Financial Aid staff to support services to students
- Long wait to secure corrections to FAFSA applications

As a result, an additional evaluation of how services are offered in Financial Aid will be recommended and the Student Equity Coordinator for Spring 2016 is having a Culturally Responsive Customer Services Workshop for the campus.

**Conclusion**

The evidence supports that the College meets this Standard. The College evaluates the quality of student support services and ensures, regardless of location, and ensures that services support student learning and enhance the mission of the institution.

Still, the College recognizes room for improvement in this area and Standard. The following areas are and will be addressed as the College follows the planning from the last team visit last year. First, the Student Services Division will need more workshops and training to assess the quality of services using *measurable objectives* determining success. Accountability and consideration for any future resource requests or acquisitions should be based on achievement of those measurable objectives. Second, the College should determine a Program 100 (college) funding source for those successful programs whose funding is disappearing from categorical and specially funded resources if the program is meeting the core values of the campus.

**Evidence**

II.C.1-1: Non-Instructional Program Review Link
II.C.1-1: Point of Service Contact Forms for Student Services Areas
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Identifying Student Needs and Evaluating How the College Meets Them

Los Angeles Southwest College conducts annual program reviews to identify student needs and evaluate how well the college meets them.

- Program reviews use both quantitative and qualitative data to evaluate the effectiveness of programs and services and make use of this evaluation as a basis for improvement. Student Services use the program review process to measure the extent to which institutional goals are being met and to assess how each program is meeting Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs). Programs define new goals and objectives and highlight areas requiring additional resources to effectively meet student needs.
- All student services departments and programs participate in an annual Non-Instructional Program Review process, including data-based assessment of trends within programs and the opportunity to identify high-priority resource needs and forward them for inclusion in the annual Integrated College Operating Plan through the process described in Standard III.D.
- The Non-Instructional Program Review process begins with the collection and analysis of data including the Community College Survey of Student Engagement, student focus group reports, and the online point-of-service surveys that all student services departments conduct. The point-of-contact surveys are conducted in the departments after students have received services such as counseling or assessment. From that process, the programs identify the SAO’s and SLO’s.

Using Data to Improve

Student services programs analyze data collected in Non-Instructional Program Reviews to measure how previously-established goals are being met and to make plans for continuing improvement.

- The Student services programs and departments analyze the data to develop a picture of their performance, identifying emerging trends such as student demographics and
their implications; progress toward achieving previously-established goals and objectives, including SLOs and SAOs; and any needs for physical facilities.

- Program reviews describe staff development activities and achievements and the implications of staffing trends and ultimately identify program weaknesses, opportunities, strengths, and challenges. Continual improvement in student support services is regularly implemented based on the results of program reviews.

**Program Improvement Based on Evaluations**

The College uses assessment data to improve programs.

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

- **Counseling and SSSP:** Based on information retrieved from the Non-Instructional Program Review process the Student Support Services Program (SSSP) used their categorical funds to support counseling services for students. Additional counselors were hired and LASC achieved the highest percentage increase in the number of completed Student Educational Plans (SEPs) of the students in the district. In the area of assessment, the SSSP program has used funds to provide professional development for the campus to support using multiple measures in the assessment process for students. Pilot studies show that multiple measures other than the assessment test will more accurately place students into the correct English and math courses, promoting success. These funds have demonstrated a higher number of students taking the assessment tests and the hope is that with the addition of multiple measures LASC students will also show higher success rates as well as completion rates with better grades. To also assist with better program outcomes the SSSP program is working with the Counseling Department to also identity an online advisement tool to provide access to students in the online delivery mode of counseling.

- **Veterans Center:** During the most recent NIPR process, it was noted that the Veterans Center had not been included in the program review process. This year, it was pivotal with the national, state, and local focus on services to veterans that they be included as a student service. The unit had functionally existed as a program to review the veterans’ admissions classification for services but had evolved to so much more. Inclusion in the NIPR process identified that a food pantry had been developed, counseling services provided, and a computer area for veterans to complete coursework had been set up, along with a study area to network and share information of additional services on campus with this needy population. A location in the Student Services building is now identified as a Veterans Center, and the campus recently held an open house. This unit will now be involved in collecting data and establishing trends to better service LASC students who are veterans.

- **Financial Aid Office:** As a result of the NIPR process, hours, staffing and other resources were evaluated during the program review. What was evident was that lack of staffing at crucial times has caused students to be negatively affected by long wait periods during peak periods at the beginning of the semester. The hours of operation seem to be satisfactory; however, access to funds is sometimes delayed by corrections
needed on applications, etc. The campus is now committed to improving the staffing of financial aid services. Surveys have been completed demonstrating this need. This realization will result in a re-evaluation of how work is being done in the Financial Aid Office to better serve students.

- **Foster Care/Guardian Scholars Program:** This program had previously not been included in the NIPR Process. As a result of participation this year, it has been identified that the campus does have a significant population of foster care students and that LASC’s Guardian Scholars program does need additional support. Assessment of data and trends will now occur to better address this program and population of students. Already the campus participated in a district wide application called Cooperating Agency for Foster Youth Educational Support (CAFYES). LASC was successful in being identified as one of ten districts in the state to support foster care students and will proceed to collect data necessary to identify trends and success indicators. The staff in the EOPS program will coordinate the program.

- **International Student Center:** The International Student Center participated in the NIPR this year. Their staffing, hours of operation, and access services to international students have been lacking. They are open one evening a week to work with students and approve visas, etc. There is so much more counseling and access to campus services that can now be done as trends are identified and the program requests resources to grow the program.

**Analysis and Evaluation**

The Student Service Division at LASC engages in a continuous process to assess the effectiveness of academic programs and student services in alternate locations and distance education. The College uses data provided in program reviews to identify and assess SAOs of support services. This practice ensures that students from the College’s diverse community are able to benefit from LASC student support services. Student services programs undergo program reviews annually to evaluate program effectiveness. Student services programs work to provide student access to higher education, promote student success, and assist students with attaining their educational goals. Annual planning at the program and area level fortifies the intent of services to support student learning and are in alignment with the mission of the College. Furthermore, many programs participate in annual programmatic and fiscal audits and undergo state review. Examples of these programs include TRIO (Upward Bound, TRIO Scholars, and STEM Programs), EOPS, and CalWORKs Programs.

Student support programs also administer customer service surveys (Point of Contact surveys) to students to assure the quality of their services. The surveys are used to collect data to determine that admitted students are able to benefit academically and socially from these support services. The data collected by student service programs is used in program reviews, program plans, and metrics data to evaluate program effectiveness. For example, the Admissions and Records Office administers registration surveys during peak

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registration. These surveys are used to assess ease of entry and student services. The results from the Admissions and Records Office survey are shared in department meetings, with the Enrollment Management Committee, and during student services meetings.

Several services are provided in an online or electronic format to provide distance education students access to the College. These include, but are not limited to, the “Ask a Counselor” instant answer service and the Eureka Career Exploration system. Additionally, online tutoring is available exclusively for online students. Smart thinking and Student Lingo provide support to students enrolled in Distance Education courses to navigate and request support. The College provides all major student support services online to all students. Online services include the admissions application, orientation, assessment preparation, registration, financial aid, bookstore and library services, records, and information on distance education.

**Conclusion**

The evidence demonstrates that the college meets this Standard by identifying and assessing the learning support outcomes and provides appropriate student services and programs. The assessment data from the NIPR’s are critical to this assessment.

There are, however, areas that can be improved by the College. The Counseling Department will continue to search for and select a comprehensive online advising tool that will improve the quality of counseling services to students who are not campus-based. The Counseling Department will work with the SSSP program and Math and English Departments to identify and implement appropriate multiple measures in assessment of LASC students. It is anticipated that the identification and utilization of these multiple measures will more accurately place LASC students in math and English classes and result in stronger completion outcomes. Finally, it is crucial that the College acknowledges and continues to support the International Student, Veterans, and Foster Care/Guardian Scholars programs for inclusion in the Non Instructional Program Review process. As this is their first comprehensive year in the process, continuing involvement in the review process and continued data collection are necessary to improve the quality of these services and to support the LASC students involved in these programs.

**Evidence**

II.C.2-1: Link to NIPR’s for Student Service Areas (for 2015 90% of NIPR’s are complete)
II.C.2-2: Link to College Catalog outlining Student Service Areas as well as online link from LASC homepage
II.C.2-3: SSSP District-wide Report showing LASC highest in demonstrating an increase in the percentage of in boarding services for Orientation, Assessment, and Counseling
II.C.2-4: Financial Aid Survey
II.C.2-5: Veterans Open House Program and list of services.
II.C.2-6: TRIO Annual Reports
II.C.2-7: EOPS and CalWORKS Annual Reports
II.C.2-8: Point of Service Surveys for Student Services
II.C.2-9: Admissions Surveys
II.C.2-10: Link to Ask a Counselor Online Service
II.C.2-11: Link to Student Lingo and Smart Thinking Services for students

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

**Evidence of Meeting the Standard**

**Appropriate, Comprehensive, and Reliable Services**

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

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

- Los Angeles Southwest College provides a wide array of programs that directly support student achievement and address the college mission, including the assurance of open access, the promotion of a quality learning environment, and success in academic, vocational, and transfer endeavors. Each program assesses if students are benefiting from the services. TRIO Programs, Outreach and Recruitment, Admissions, SSSP, Financial Aid, Orientation, Counseling, and myriad of other services at the College provide wide-ranging support to ensure students’ learning, persistence, and academic success. Additionally, each program assesses students’ progress through SLOs and SAOs, program objectives, state and federally mandated performance reporting, and record keeping.

- A full list of support services and programs is listed in the College Catalog. The College website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services distribute written
materials specific to their programs and maintain individual links on the LASC website.

- Some of the programs require an application process to participate due to state or federal mandates. For example, TRIO Programs require students to be eligible for the program based on income eligibility. A separate application is requested and recorded in program’s database to track students’ participation in the program.

Examples of Programs

The following is partial list of programs and how they ensure students are benefiting from their services and are accessible.

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

- The Outreach staff (one specialist and five college students) receive comprehensive training to encourage and advise students from underrepresented backgrounds to pursue higher education and develop a college-bound culture. The outreach staff also conducts a college preview day for incoming high school seniors that includes workshops from faculty, staff, and administrators. This event attracts over 300 interested students.

- In 2014-15, Outreach specialists made over 1,000 contacts with prospective students through presentations. Recent data in the NIPR process reflects that over 2,000 student contacts were made in 2015. The Outreach specialist must maintain documentation on students who have demonstrated interest in attending LASC, inquiries about the college, and high school information. The Outreach staff have addressed the needs of students and school staff during their presentations and increased students’ engagement with the college through these and other initiatives over the last three years. The Outreach Program has provided information and college-going support to over 23,000 area high school students. The Outreach Office collaborates with various programs on campus to ensure incoming students are informed of campus resources.

- The Outreach and Recruitment specialist is part of the monthly Student Services Managers meetings. His staff is supported by state Student Equity funding and makes a concerted effort to provide access to information and support to students from
LASC’s diverse community. They have indicated in the NIPR process that funds are necessary for materials, which at this time are supported by the SSSP area.

- **Counseling Services:** Counseling Services are provided in multiple areas of the College within the Counseling and Student Support Services Program; through various categorical and specially funded programs such as EOPS, CalWORKs, Disabled Students Programs and Services (DSPS), TRIO Student Support Services, and the Veterans Center; through other grant-funded programs such as the Passage Program and Nursing. Counseling Services provide comprehensive academic, career, transfer and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, and career advancement. They annually hold a Counselor Awareness Day and recently collaborated with the Career Technical Education (CTE) program to provide abbreviated Student Educational Plans (SEPs) to students to help identify specific majors. This event was called Major Day.

- Counseling provides online resources to accommodate the needs of students such as “Ask A Counselor”, E-Advising, and E-SAR (online scheduling system). They are currently reviewing the option of identifying a vendor for a comprehensive online counseling system.

- General Counseling services are provided approximately five days per week, including four Saturdays throughout the academic year. The categorical and grant funded programs are also open five days a week and are accessible throughout the academic year. General Counseling, EOPS, TRIO, and CalWORKs provide bilingual counselors (Spanish-speaking) to address a growing Latino student population on campus. General, categorical, and grant-fund counseling each have their own Program Review that includes objectives, SLOs and SAOs, assessment of trends within programs based on data, and priority resources requests. Programs are able to assess if students are benefiting through Point-of-Contact surveys. Each program is required to provide students with a survey to assess the program’s quality of service delivery and progress toward meeting their SLOs and SAOs. For example, TRIO Student Support Services (TRIO Scholars and TRIO Stem Scholars) recently developed an online survey for its participants to assess the program’s service delivery, request suggestions, and measure progress toward meeting objectives and SLOs. This survey is conducted in office after each counseling session (survey monkey). The staff members use the survey results to modify service and office practices to best serve students.

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

- **Admissions Office:** To ensure achievement of the College’s core mission related to quality instruction that is accessible and reliable, the Admissions Office provides admission, registration, and access to records through a multitude of web-based services. Students taking courses at LASC can register online or in-person at the admissions office; however, online registration is the primary means for applying for classes.

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

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

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

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

**Analysis and Evaluation**

Los Angeles Southwest College provides appropriate and reliable student support services. The services are comprehensive in covering the diverse needs of the student population. Students have access to all services on campus at appropriate hours. Access to student support services are available are available on campus and online.

There are some significant observations after participation in the NIPR’s process:

- There should be a goal to standardize the student services office hours to provide consistency of access to LASC students. Currently, lack of staffing prevents the desired environment.
- The centralization of the student services programs in the Student Services Building has supported more reliable and comprehensive access to students.
- Student services information is available on campus, online, in the catalog and a variety of brochures and handouts.
- With the addition of the new Public Information Office, information is accessible to students regularly by email, posters, the campus Jumbo-Tron (to the community as well), Facebook, and Twitter.
- Students have access to information on LASC’s webpages, via the Student Information System (SIS), in Spanish for LASC’s diverse population of students, and to the College’s Disabled Students Program and Services (DSPS) students, closed-captioned in some areas.
- Health Care Services are available in the Health Care Center via an outside vendor, and these services include mental and physical health services.
- It would be beneficial to have student-use computers for students to access services in the lobby area of the Student Services building.
- There are special Campus Community Forums to inform students of Pathways to Success that will become regular.
- LASC’s Associated Student Organization needs to be included in the NIPR process as their services support and impact all students on campus.
- More workshops are needed to teach students how to link their personal email addresses to the LACCD assigned email addresses so that they can access information sent to them from Student Services Areas.

**Conclusion**

The overall evidence demonstrates that the College meets this Standard. Still, there are several areas that the College has identified as having room for improvement. Some student services programs need to update their services and staff information on the College website to better inform students. Additionally, all student services programs need to work to
standardize their hours of operation and service to provide consistent and reliable times for students to access services. Currently, the Non Instructional Program Review demonstrates that services are provided at a variety of times and hours are not consistent.

To better assist students with reliable information, student accessible computers that are secure should be available in the Student Services Building lobby. This will allow students to access information on the Student Information System from areas such as Financial Aid, Admissions, and the Business Office whenever the building is open without depending on staff to get information for them.

The Associated Student Organization should be included in the next annual Non Instructional Program Review (NIPR) process. The successful development of activities and actions in their unit/program can support student success. An NIPR in this area would allow for identification of data and trends that support student success. Inclusive in their area should be the supervision of a dean and a classified staff member.

**Evidence**

II.C.3-1: Link to NIPR’s  
II.C.3-2: Flyer on Counselor Awareness Days  
II.C.3-3: Flyer on Major Day  
II.C.3-4: Flyer on Campus Community Forum Day  
II.C.3-5: TRIO Annual Reports  
II.C.3-6: TRIO Online Surveys  
II.C.3-7: Point of Contact Surveys  
II.C.3-8: Screen Shot of E-Advising and E-SAR online scheduling system  
II.C.3-9: Screen Shot of SIS Page  
II.C.3-10: EOPS/CARE Annual Report  
II.C.3-11: New BOGG Language from the LACCD

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

**Evidence of Meeting the Standard**

*Athletic Programs Suited to Mission and Conducted with Integrity*

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

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

Co-Curricular Activities that Contribute to Students’ Social and Cultural Experiences

The college provides several co-curricular programs that contribute to the social and cultural experiences of students.

The following is a sample of some of the programs:

• **Puente Program:** The Puente Program is an academic preparation program that, for more than 25 years, has improved the college-going rate of tens of thousands of California's educationally disadvantaged students. Puente is coordinated through the English Department and Counseling Department. Its mission is to increase the number of educationally disadvantaged students who:
  • Enroll in four-year colleges and universities
  • Earn college degrees
  • Return to the community as mentors and leaders of future generations

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

- **Passage Program**: The Passage Program was established in fall 2010 to serve male African American students. The Passage Program was a collaboration of faculty, staff, and students dedicated to the success of all male students at LASC. The Passage Program was funded through a grant from the Department of Education. Passage provided in-class tutorial projects, a designated counselor, linked courses in English and Sociology, college tours, leadership skills training, and conferences.

- Passage provided personalized counseling, tutorial services, and education enrichment experiences through such activities as university tours, campus volunteer projects, and cultural lecture series. In the spring 2015, Passage organized a Youth Leadership Conference on campus.

- **Associated Students Organization (ASO) of Los Angeles Southwest College**: The ASO Program represents all students and sponsors activities including publications, assemblies, awards, student services, and club and social activities. Membership in this organization permits participation in LASC-sponsored activities and events, including free admission to certain social affairs and a reduction in the price of admission to every college-sponsored activity, which the ASO is unable to furnish to its members. The ASO organizes various campus events to encourage student involvement and shared governance.

- The ASO is guided by their own Constitution and by-laws and work collaboratively with the ASO Advisor. They participate and develop a number of ASO activities, including those listed below. These events contribute to the social and cultural dimensions of the educational experience of LASC students:
  - ASO Parliamentary Workshop and Planning Retreat
  - Club Rush Week
  - Clubs that include Hip Hop Congress, LGBT Club, It Takes a Village Club, Veterans Club, Black Student Union, Latino Student Organization, etc.
  - A collaborative administration of the ASO elections
  - ASO Turkey Giveaway
  - Weekly ASO meetings and ASO Finance Committee Meetings
  - Plans for an ASO Student Forum
  - Veterans Open House
  - Hispanic Heritage Month in September

- The ASO Organization and its programs are funded by a $7.00 membership fee, paid online and/or in person. All credit students must pay this fee in order to utilize ASO services. The campus controls the funds, and the ASO follows the LACCD District Regulations, building integrity and leadership responsibility.
• **Disabled Student Program and Services (DSP&S):** The DSP&S program provides educational support services to meet the unique needs of students with disabilities and to assist them in achieving a successful college experience. Services include the following:
  - Assistive computer technology
  - Auxiliary aides
  - Alternate media
  - Liaison with campus and/or community agencies
  - Priority registration assistance
  - Special parking
  - Supplemental specialized orientation
  - Extended testing time and testing rooms
  - Academic, career and personal counseling
  - Sign language and interpreting services
  - Reader, note taker, and transcriber services
  - Mobility assistance
  - Proctored testing
  - Workshops for faculty on how to identify and assist students with disabilities

• **Veterans’ Resource Center:** The Veterans’ Program is designed as a liaison between LASC’s student veterans or their dependents and the Veterans Administration (VA). The office is equipped to assist veterans with the appropriate forms to process their claim for educational benefits. LASC forwards all appropriate documents concerning the application for and the usage of benefits to the VA processing center located in Muskogee, Oklahoma.
  - The office is also an informational center to assist with any questions LASC’s veteran students may have regarding total veterans benefits, as well as providing support services to ensure their success at LASC. In the spring of 2015, the Center opened up in a larger space in the Student Service Building. The office provides the following:
    - Veterans recognition event
    - Assistance with college application process
    - Priority registration
    - Liaison with Veterans Administration
    - Computer assistance
    - Limited food pantry

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

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

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

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

**Analysis and Evaluation**

Los Angeles Southwest College has clearly developed a broad variety of practices, programs, and services that promote student understanding and appreciation for diversity. Survey results indicate that LASC students place high importance on these issues. However, there are challenges in promoting student understanding and appreciation of diversity that
require the continued commitment of LASC in fostering those programs and services that are focused on diversity issues.

Although the campus has a strong focus with the building of fairly new and remodeled athletic facilities, the college has only 3 athletic programs and currently is not in compliance with Title IX requirements. Gender equity in programs is currently and problem that the campus is focusing on and as mentioned is developing a plan and budget to bring on additional women’s sports such as volleyball, softball, and soccer.

**Conclusion**

The evidence demonstrates that the College meets this Standard. There is a strong focus on inclusion and diversity, integrity and leadership, advocacy, and the building of strong bodies and minds. Several co-curricular and athletic programs described above support social and cultural dimensions.

However, the College recognizes the need to identify another women’s sport to bring the campus into compliance with Title IX equity requirements.

**Evidence**

II.C.4-1: LASC Budget Document demonstrating amount allotted for athletics
II.C.4-2: Puente Program link
II.C.4-3: Passages Link
II.C.4-4: ASO Link on Campus Homepage
II.C.4-5: ASO Constitution and By-Laws
II.C.4-6: LACCD Administrative Regulations governing ASO
II.C.4-7: DSPS List.

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

**Evidence of Meeting the Standard**

**Counseling Services**

Counseling services provided at LASC support student development and success, orient students, and give students timely and accurate information.
• Counseling Services are provided in multiple areas of the College: within the Counseling and Student Success Division; through various categorical and specially funded programs such as EOPS, CalWORKs, Disabled Students Programs and Services (DSPS), the First Year Experience Program (FYE), Student Support Services Program (SSSP), and TRIO Student Support Services; and through other grant-funded programs such as the Passage Program and Nursing. Counseling Services provide comprehensive academic, career, and personal support to a diverse population of new and returning students, thereby ensuring that the college mission is achieved in the areas of open access, transfer, and career advancement.

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

• After orientation and assessment, SSSP staff schedule students for group counseling sessions in the Counseling Office to complete abbreviated SEPs. When students come in to see counselors, they are advised regarding majors, degree completion, and the transfer process. Students who are undecided are referred to the Career Center to take Eureka assessment, a follow-up service. The college plans to offer personal development courses (PD 17 or 20) to anyone taking a Basic Skills course, and counselors will conduct outreach presentations targeting Basic Skills classes.

• The college offers two online tools for students to access counselors: Ask a Counselor and Contact My Counselor systems.

• Campus campaigns are planned to encourage students to complete a comprehensive SEP. These campaigns will include counselor outreach and Counselor Awareness Day. Moreover, SSSP staff are trained to visit classrooms to provide students with information about the importance of completing the core services and priority registration requirements.

• A New Student Orientation is offered online and on campus to accommodate all students’ needs. The orientation provides students comprehensive information related to their programs of study and includes useful information about relevant academic requirements, including graduation and transfer policies. The New Student Orientation includes the following:
  • Academic expectations and progress on probation
• Standard Registration priority and how to maintain it
• Pre-requisites and co-requisites and the basis and process for challenging them
• General Financial Aid information and qualifications for fee waiver eligibility
• Online resources to prepare for assessment test
• A College tour
• Review of academic and student support services on campus

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

_Students Served_

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

_Students Served Academic Year 2013/14_

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Appointment</th>
<th>Walk-In</th>
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<tbody>
<tr>
<td>General Counseling</td>
<td>1,298</td>
<td>12,277</td>
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<tr>
<td>eAdvising</td>
<td>115</td>
<td></td>
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<tr>
<td>EOPS</td>
<td>1,055</td>
<td>237</td>
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<tr>
<td>Passage/Athletics</td>
<td>434</td>
<td></td>
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<tr>
<td>CalWORKs</td>
<td>1,014</td>
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<tr>
<td>FYE</td>
<td>531</td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td>939</td>
<td>25</td>
</tr>
<tr>
<td>TRIO/STEM</td>
<td>1287</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data not available

_LASC Targeted Population for Counseling Services_

LASC will target the following students to receive counseling services:

• New and never attended college, non-exempt
• New to LASC with prior college work
• Undeclared, undecided
• Continuing, returning and transfer students and transfer bound students
• Students with under 15 units
• Not in good academic standing or student who lose financial aid eligibility due to academic performance
• Without an educational plan (new, continuing, or returning)
• Receiving financial aid and completed at least 12 units
• Receiving financial aid and attempted more than 60 units
• Receiving financial aid and attempted more than 90 units attempted, excessive units
• Cohort specific students (Veterans, Passage, Puente, FYE, etc.)
• Meet specific program eligibility and/or grant-funded criteria such as TRIO
• Enrolled in state categorical programs such as EOPS, CARE, and DSP&S
• Enrolled in CTE programs such as Nursing, Child Development
• Enrolled in the Middle College at LASC who take college and high school classes
• Current and former Foster Youth and Kinship Program participants
• Incoming freshmen from local feeder high schools
• Former incarcerated youth and adults

**Service Delivery Methods**

The College offers counseling services in a variety of delivery methods to accommodate the diverse needs of LASC students.

• Students have the option to meet with Counselors in person, in a workshop setting, or in personal development courses, which offer both online and in-person options. Counselors also communicate with students through email and phone calls. In addition, counselors provide online and walk-in counseling services on an on-going basis from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety web links, resources, guides, and directions to aid new, continuing, and returning students.

**Analysis and Evaluation**

There is a comprehensive array of counseling services that support student development and success and that prepare faculty and other personnel for the advising function. Students receive timely, useful and accurate information regarding counseling services. Drop-in services as well as appointment services are available. There are also services available online as well as in person. There are regularly scheduled Counselor Department meetings held monthly and tenure track as well as adjunct counselors are encouraged to attend, as all need to be prepared to have the information required for student success.

Counselors work collaboratively with other departments to coordinate Major Day and to support an overall Counselor Awareness Day for students. There is also a Job Fair sponsored by the Career Technical Education division that is coordinated with Transfer Day, which has a large turn out each year.

There is a focus on the diverse needs of students in Veterans, Foster Care, CARE, EOPS, FYE, Student Equity, Puente, and Passage programs to mention a few. Counselors are also involved in
teaching Personal Development/Counselor Courses that focus on student skills and learning strategies, introduction to college, and career planning. All counselors meet the minimum regulations supported by the State of California. They also receive training in district-wide retreats and training sessions. The department also uses graduate interns and career guidance and counseling assistant staff to provide training for incoming professionals and to assist the counselors with day-to-day duties.

With the support of SSSP funding, Los Angeles Southwest College has achieved the highest percentage increase in onboarding services such as Orientation, Assessment, and Counseling Services. The Counseling Department participates in the Non-Instructional Program Review process and develops SLO’s and SAO’s, which are posted in the office. What is necessary now is to focus on the outcomes of all the work and services that have been placed in this unit and how it builds student success and completion outcomes for LASC students.

**Conclusion**

The evidence demonstrates that the College meets this Standard. Future improvement should include continued data collection on how specifically all the new resources in counseling with the support of SSSP funding have directly linked to positive success outcomes for students. It is also highly recommended that a counselor or faculty member be included in directing the efforts of the SSSP and that such a faculty member continue to monitor the effects of multiple measures in assessment and the identification of information to better support assessment of basic skills for minority populations and share positive outcomes with the campus community.

**Evidence**

III.C.5-1: CCCCO Statewide Counselor Minimum Qualifications link
III.C.5-2: NIPR for Counseling Link
III.C.5-3: SSSP Monthly Reports documenting high % of completion in campus onboarding services compared to other campuses in the district
III.C.5-4: NIPR for SSSP link
III.C.5-5: New Student Orientation link from LASC Homepage

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

Admission Policies Consistent with the College Mission

The College’s open admissions policy is consistent with its mission, and the College specifies the qualifications of students appropriate for its programs.

- The Los Angeles Community College District Board Rule 8100 establishes admissions criteria for all district colleges, including Los Angeles Southwest College. This open admissions policy supports the mission of the College. The college is open to anyone possessing a high school diploma or who is 18 years of age or older and is able to benefit from the programs and services offered at the College. Students eligible for admission are defined in the college catalog as high school graduates, non-high school graduates, transfer and International students. The Board Rule also provides for the admission of students in elementary or secondary grades as special full-time or part-time students as long as specific criteria are followed. This provision is highly embraced at Los Angeles Southwest College, as the College has a Middle College High School on campus and students are encouraged to take college courses while attending the high school on campus. For these students there is a Supplemental Application for Admissions.

- All new, non-exempt students must complete the college assessment exam called the Accuplacer. For English and math, students must take the College Placement Exam. At this time the SSSP, math, English, and Counseling Programs are reviewing the possibility of also utilizing multiple measures as evidence at Long Beach City College and Bakersfield College has demonstrated that students who are assessed with multiple measures are more successfully placed and more likely to complete positive outcomes. The campus just sponsored a 3CSN Statewide Conference on the campus with a well-recognized presenter to pursue this option.

Advises Students on Clear Pathways

LASC defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

- Information about admissions is available in the catalog, online, at orientation, and in Admissions. In addition, the Admissions Office also assists students and programs with getting admissions documents when requested by students for specialized programs such as nursing and athletics.

- Additionally, the Transfer Center on campus advises students on requirements for admissions to four-year schools and regularly has four-year admissions representatives on campus to meet with students.
Analysis and Evaluation

The College adheres to District and state admissions policies consistent with the mission of the College that specify the qualifications of students appropriate for its programs and for those transferring to four-year institutions.

Conclusion

The College meets the Standard.

Evidence

III.C.6-1: LACCD Board Rule 8100 link
III.C.6-2: Admissions Eligibility in the College Catalog link
III.C.6-3: Supplemental Application for High School Student Admissions link and information in catalog.
III.C.6-4: 3CSN flyer on Multiple Measures Workshop at LASC

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

Evidence of Meeting the Standard

Admissions Evaluation

The College regularly evaluates admissions instruments and practices.

- Los Angeles Southwest College follows the admissions policies consistent with its mission as a public community college. The policies comply with the California Code of Regulations of Title 5. The LACCD uses CCC Apply as the electronic admissions application district wide.
- The district admissions managers work collaboratively to enforce those policies and assure that there is no bias or complicity to the admissions process. In addition, the Admissions Office participates in the campus Non-Instructional Program Review process and distributes Point-of-Contact surveys to students to evaluate their effectiveness.

Evaluation of Placement Processes and Validation of Placement Instruments

LASC evaluates placement instruments and practices to validate their effectiveness while minimizing biases and is currently evaluating its assessment test and methods.
• In the spring of 2015, Los Angeles Southwest College started the process to evaluate its placement instruments and validate its cut scores for English, mathematics, and English as a Second Language. Additionally, the Academic Senate requested a review of a reading skills assessment as part of the college assessment. The College currently uses Accuplacer.

• The assessment test will be validated using the following required methodology:
  • Content Validity: whether the content of the assessment test matches the content being taught in the math/English courses. How-to manual: http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/ContentValidity.pdf
  • Cut Score Validity: whether the cut scores make sense for LASC students. How-to manual: http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/CutScore.pdf
  • Disproportionate Impact: whether the assessment test is put together in a way that disproportionately impacts certain groups (e.g. if the questions are worded in a way that students can’t understand, if the word problems include scenarios that only certain students can identify with, etc.). How-to manual: http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/DisproportionateImpact.pdf

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

Analysis and Evaluation

The College is in the process of evaluating its assessment practices and instrument. In using the Accuplacer, the campus chose an instrument listed on the California Community Colleges Chancellor’s Office list of validated instruments. However, the campus wants to evaluate the effectiveness of its instrument as it relates to LASC students. The College is now working with the Academic Senate, Counseling, and the math and English departments to review multiple measures.

Most rewarding is that the Academic Senate has just approved and recommended in fall 2015 a new faculty position for the Assessment Center. This person will focus on the equity issues related to assessment as well as the operation of the Assessment Center.

Conclusion

The evidence demonstrates that the College meets the Standard.
Evidence

II.C.7-1: Non Instructional Program Review for LASC Admissions Office
II.C.7-2: List of Assessment Instruments Approved by the CCCCO
II.C.7-3: Faculty Prioritization Recommendations from the LASC Academic Senate

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

Maintains Student Records Permanently, Securely, and Confidentially

The College employs multiple levels of security within the student records system in the LASC Admissions Office.

- Employees are given security classifications appropriate for their job duties on a need to know basis. The Dean of Student Services must approve all access to student information in advance. Employee passwords must be changed regularly, usually every three months. An employee’s Microsoft Windows access is password protected and staff is informed that passwords cannot be shared.
- All students are required to provide photo identification before confidential information will be shared or updated.
- All documents containing student I.D. numbers are shredded if they do not need to be retained. The staff in Admissions and Records does not ever dispose of documentation containing student information in the campus waste bins.
- All permanent record cards, student file folders, and documents pending scanning are stored in a locked vault area, which is limited to Admissions and Records staff access only.
- All Class I documents are scanned into the campus imaging system (Viatron) for permanent storage. Once all scanned documents have been verified as successfully scanned and indexed, the original document is destroyed by means of a vendor who is contracted by the district to destroy confidential documents in a secure manner. The vendor is required to provide a certificate of destruction that certifies that the documents will be handled in a manner that ensures that confidential information is protected and destroyed by shredding so that the information is no longer legible.
- Release of student information is carefully monitored and staff members are updated regularly on Family Educational Rights and Privacy Act regulations to ensure that information is not released to a third party in error.
**Analysis and Evaluation**

The College follows the LACCD Administrative Regulations and follows explicit security measures for staff to provide security of student records. The policy for this practice is listed in the College Catalog. Imaging equipment is available (Viatron) for permanent storage. In addition, training is provided for the Admissions supervisor and staff by the district on a regular basis. The office follows the protocols on a regular basis.

Students can access their own records via the SIS (Student Information System) that only requires their password to get into the system for much of their information. It should also be noted that staff utilize passwords to get into systems securing student records. Currently, there is no dean over this area. A new Vice President of Student Services will arrive at the campus in early 2016 and one of the first priorities will be to hire a Dean of Student Services that will have responsibility for this area. The College publishes and follows established policies for release of student records.

**Conclusion**

The evidence demonstrates that the College meets this Standard.

**Evidence**

II.C.8-1: Administrative Regulation E-105 – LACCD Annual FERPA notification
II.C.8-2: Board Rule Ch. 8 Article IV – Records
II.C.8-3: District Policy FERPA notification in LASC 2015-2016 College Catalog
Standard III: Resources

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

III.A. Human Resources

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

Los Angeles Southwest College adheres to all laws and regulations governing Community Colleges in the State of California. The College also adheres to rules, policies and procedures established by the Los Angeles Community College District Board of Trustees as well as those established by the LACCD Human Resources Division and policies and procedures established by the LACCD Personnel Commission for all academic, administrative, classified, unclassified and volunteer positions to ensure that all employees are qualified to provide the services necessary to support student learning and achievement.

Evidence of Meeting the Standard:

The hiring criteria used by Los Angeles Community College is determined by the State of California, the Los Angeles Community College District Board of Trustees, the District Human Resources Division, and the District Personnel Commission (PC). Listed below are examples of specific guides.

- The California Education Code (CEC) (Ed Code 87360) [III.A.1-4]
- California Community Colleges Chancellors Office:
  o 2014 Minimum Qualifications Handbook for Faculty and Administrators in California Community Colleges
- Los Angeles Community Colleges Human Resource Guides:
  o Recruitment, Selection and Employment
- Personnel Commission – Laws and Rules
  o Classified Hiring Procedures
  o Position-Classification Plan
As part of the hiring process for new faculty, faculty participate in the throughout the entire process. For example, the College’s Academic Senate has established guidelines to assist faculty Department Chairs in the development of a priority list for faculty hires, which is later forwarded to the President of the College, to serving on the selection committees to determine which applicants are forwarded to the college president. The college president makes the final selection and forwards the name of the successful candidate to the District Human Resource Division for processing. Deans, Department Chairs, and department faculty conduct Program Reviews for their respective units to determine the needed resources for their areas. Based on their analysis of the evidence gathered during the program review process, a determination is made related to the hiring new faculty to meet the instructional needs of the discipline. Prior to the completion of this process, the office of the president follows the Human Resource guides and submits the required forms requesting the posting of the new faculty positions. The job announcements for all faculty positions are reviewed by Deans, and Department Chairs and then forwarded to the HR Division for review and electronic posting on the Los Angeles Community College District’s Employment Opportunity Pages. District website and on the California Community Colleges, Job Registry (www.ccccregistry.org). The open positions are also advertised in other online and printed publications to ensure a diverse pool of applicants.

Applicants seeking full-time employment as faculty at LASC must meet the minimum qualifications listed in the current (2014) Minimum Qualifications Handbook for Faculty and Administrators. Applicants must provide official transcripts from institutions accredited by United States accrediting agencies or submit transcripts evaluated by organizations approved by the California Commission on Teacher Credentialing. Successful candidates must submit official transcripts and any other requested documentation before their names are forwarded to the Board of Trustees for approval. The college must ensure that equivalencies of degrees, from non-U.S. institutions are validated before the employee begins teaching at the college.

Guidelines published by the Personnel Commission govern the verification of qualifications for non-instructional personnel prior to LACCD Board approval. The Personnel Commission reviews all classified applications, and works with applicants to schedule exams, as appropriate, for specific job classifications. In addition, the District HR Division verifies the experience and skills of newly-hired personnel. Qualifications for unclassified positions are determined by the Personnel Commission and approved applicants are forwarded to the College department requesting the list for interview and selection. Personnel Commission Rule 517.A.2 [III.A.1-10] provides the explanation and criteria for hiring unclassified employees. Unclassified service assignments meet Education Code and district requirements and timelines as specified in HR-300. [III.A.1-8]

The College follows all district policies regarding the hiring process to ensure the consistent application of hiring procedures. Compliance officers are assigned to all selection committees and interview panels. To ensure that college policies and procedures are consistently applied, the hiring process is monitored by an Equal Employment Opportunity (EEO) Representative who has completed District training to service on the selection

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committee. The EEO Representative Training Guide: 3.024, governs the training of all personnel who wish to serve as the EEO Representative. The college trains staff and faculty as compliance officers for the hiring process. Selection committees determine what ranking criteria will be used to determine candidate worthiness and Interview questions are determined by the selection committee and used for all candidates. Faculty who wish to teach online must meet qualifications that have been established and determined by the college. This also includes selection criteria for DE. For example, the criteria includes the following:

- Faculty must demonstrate the use of standard CMS tools to foster a “positive learning environment”
- Faculty must demonstrate an understanding of learning theory as it applies to online students
- Faculty must demonstrate and understanding of online class pedagogy
- Faculty must demonstrate sufficient technical skills to provide the required course content using Etudes or a publisher-provided CMS, soon to be Canvas beginning in fall 2016.
- Faculty must demonstrate the ability to use electronic mail.

**Analysis and Evaluation**

Adherence to state laws, district hiring policies, legal requirements of all collective bargaining agreements and authority/board rules help to ensure that Los Angeles Southwest College selects the best-qualified employees for all open positions.

**Conclusion**

The College meets this Standard. However, in the case of Distance Education, the College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

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

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

LASC follows the district’s hiring policies and board rules to ensure faculty members have adequate and appropriate knowledge of the subject matter and are expert in their subject areas, skilled in teaching and able to contribute to the mission of the college. All faculty must meet the minimum qualifications set forth in the 2014 Minimum Qualifications Handbook for Faculty and Administrators. Faculty job descriptions include a delineation of duties related to the development and review of curriculum for courses, certificates, and degrees. As part of the selection process the seated interview panel develops criteria so that the applicant can demonstrate their knowledge of effective teaching techniques. Further, during the probationary period of employment and the regular evaluation cycle for permanent full-time faculty employees a component of the evaluation is an observation of the faculty members teaching effectiveness. LASC does not offer baccalaureate degrees in any discipline. Faculty selected to teach in any discipline participate in several evaluations that include a Basic Evaluation, Comprehensive Evaluation, Student Course Evaluations and when appropriate, Administrative Evaluations. The following methods are used for defining and evaluating effective teaching during the hiring process; knowledge of curriculum and program development, developing, assessing learning outcomes for courses, certificates, and degrees, academic program reviews, and using data such as student success rates to improve student learning and effectiveness.

Analysis and Evaluation

The College does not offer baccalaureate degrees at this time. Further, the College is in the process of developing a Substantive Change Proposal for Distance Education. The College is aware of the deficiency in this area and is developing a plan to address the submission of a Substantive Change Proposal in 2016. The College will expand the current dialog on the development of a Distance Education program.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

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

Evidence of Meeting the Standard
Los Angeles Southwest College strives to hire the best candidates to sustain institutional effectiveness and academic quality. HR guides are utilized to hire administrators and other responsible employees. Verification of credentials and applications occur through district HR, the PC, and applicant references.

**Analysis and Evaluation**

The College meets this Standard.

**Evidence**

**III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

The college ensures that all degrees whether U.S. or non-U.S. are recognized by U.S. accrediting agencies and that equivalency has been determined.

**Evidence of Meeting the Standard**

The District Human Resource Division, Search and Selection Committees, and the Personnel Commission ensure that applicants meet minimum qualifications. Interview questions are developed to assist the Interview Panels when determining the qualifications for qualified candidates. Post interview and prior to selection, job references provided by applicants are interviewed to confirm the qualifications of candidates. As noted previously, all faculty must meet the minimum qualifications for the instructional discipline or other academic field as specified in the 2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the Board of Governors of the California Community Colleges. All earned degrees must be posted on the official transcript. Foreign transcripts must include evaluation from an agency approved by California Commission on Teacher Credentialing. [III.A.4-1]. LACCD Board Rule 10106 ensures the certification of employee credentials and all foreign transcripts must include and evaluation from an agency approved by California Commission on Teacher Credentialing.

**Analysis and Evaluation**

During the analysis of the evidence the College determined that additional work may be necessary as the College develops criteria and expands the elements for a viable DE program to serve the needs of students wanting to complete courses, certificates, and degrees online. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.
Conclusion

The College does not meet all elements of this Standard.

Evidence

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

Evidence of Meeting the Standard

The College evaluates all personnel at required intervals according to established guidelines and agreements to assess their effectiveness in supporting institutional effectiveness and academic quality. The College follows processes developed to improve job performance. The college follows the evaluation processes established by collective bargaining agreements include:

- Article 19 of the AFT 1521 Faculty Guild Contract
- Article 16 of the AFT 1521-A Staff Guild Contract
- Article 15 of the LA/OC Building and Trades Council Contract
- Article 12 of the Local 99, SEIU Contract (maintenance workers)
- Article 8 of the Teamsters. Local 911 Contact (academic supervisors)
- Article 11 of the Local 721, SEIU (classified supervisors)
- Board Rule X.1.10105.12 Performance Evaluation of Non-Bargaining Unit Academic Employees

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

Analysis and Evaluation

The personnel evaluation process satisfies the legal requirements of all collective bargaining agreements and board rules. The process allows for communicating positive feedback, recognizing accomplishments and rewarding outstanding performance as well as communicating expectations and documenting issues with performance. The evaluation
process is also used to determine ways to minimize deficiencies and improve performance, help achieve college and department goals and mission, and help employees develop knowledge, skills and abilities as defined by each job description and collective bargaining agreement.

LASC is constantly seeking ways to ensure that evaluation timelines for probationary staff, tenure track faculty, adjunct faculty, and classified staff must be adhered to in order to ensure compliance with union contracts. Training for department chairs, managers, supervisors and administrators who complete evaluations could be improved. The college has implemented meetings with the department chairs to ensure that the evaluation schedules are followed in a timely and consistent manner. The college vice presidents ensure that all employees are evaluated on schedule and according to the provisions of the appropriate collective bargaining agreements.

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

**Evidence**

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

III.A.5-2: Planning Agenda

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

**Evidence of Meeting the Standard**

Included as a component of performance evaluations, faculty, academic administrators, and other personnel directly responsible for student learning at Los Angeles Southwest College have as a component of the evaluation consideration of how the results of learning outcomes assessment improve student learning and achievement. During 2008-2011 AFT Bargaining Unit negotiations the agreement was changed to include participation in the SLO assessment cycle as a component of faculty evaluations. This component remains a part of the faculty evaluation process through 2017.
Analysis and Evaluation

During the analysis of the evidence the College determined that additional planning is necessary as the College develops criteria and expands the elements for a viable DE program to serve the needs of students wanting to complete courses, certificates, and degrees online. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this component of the Standard.

Evidence

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

Evidence of Meeting the Standard

The college, in conjunction with District staff, ensures that there are sufficient numbers of faculty to assure the fulfillment of faculty responsibilities that are essential to the continuous improvement of the quality of its educational programs, and student services, and to achieve the college’s mission. The college has a means to determine appropriate staffing levels for faculty, but no formal process for determining staffing levels for classified employees. The Strategic Planning Committee and Budget and Planning Committees collaborate to prioritize human resource allocation requests and a Faculty Hiring Prioritization Committee works to determine the number of faculty to request to support existing and expanding programs and to meet the faculty obligation number for the College.

However, departments in the operational and student services areas make determinations using the following criteria: (1) Replacement hires are determined by unit supervisor/manager and supervising VP, approved by president, (2) Current employees demonstrate an inability to properly manage assigned workloads, and (3) Key program or service areas are not adequately staffed.

Analysis and Evaluation

The Strategic Planning Handbook calls for a Human Resources Committee (Article XI.b.vi), responsible for developing and maintaining the Human Resources Plan. The Human Resources Office has developed a plan that includes the following:

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Resources Committee will be convened and develop written internal procedures and timelines for linking and sharing information with the Faculty Hiring Committee and other planning groups within the planning process. The college must formulate a formal plan that addresses the long-term needs for staffing classified and administrative positions, and considering program and service goal and objectives.

LASC currently meets the LACCD’s distribution of FON of 75 full-time faculty. During the analysis of evidence in preparing the 2015 Self Evaluation Report the College has determined that despite efforts to streamline key operational areas for maximum effectiveness, there does not appear to be adequate classified personnel to meet student needs in some service areas, particularly during peak periods during the semester. The primary reason for this has been the failure to replace vacant classified positions due to budget constraints. The college will develop an action plan to address this concern.

Conclusion

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this element of the Standard. Moreover, the College must develop a plan to address the long-term staffing needs as the College expands the delivery of CTE instruction, and the development of CTE programs.

Evidence

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

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

Evidence of Meeting the Standard

Policies and practices

The college follows the policies and practices established for inclusion of adjuncts and part time instructors as set forth in the AFT 1521 Bargaining Agreement, LACCD Board Rules, and Human Resource guides.

Analysis and Evaluation

Conclusion
Evidence

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

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

Evidence of Meeting the Standard

The College uses Program Reviews completed by instructional and non-instructional areas to determine the need for staffing. Data from the Program Review process is shared with the Budget Committee to determine the priority allocation for funding current and future positions. Data from Instructional Department Plans is also used to determine staffing in those areas.

Analysis and Evaluation

Even though the college struggles to maintain qualified staffing the college is committed to hiring qualified employees to ensure the effective operation of college services and providing Despite the College’s limited fiscal resources, the college constituents work together to ensure that resources are allocated effectively so that students can achieve their academic goals. For example, during 2014-2015 The college met its goal to increase enrollment by eight percent and this in turn resulted in an increase in its base allocation in FY 2015-2016. The college plans to use this increase in the base allocation to increase staffing in key areas that support student learning and achievement. The college is working to review the changing higher education work climate and taking action to ensure existing staff skill levels are updated to address the ongoing responsibility to provide programs and support for student access and success.

The college has taken action to address the issues described in the previous paragraph by increasing staffing for student services offices, submitting a request to hire a financial analyst, an accountant, a web designer, event coordinator and hiring additional staff in other fiscal service areas. Further, the Administrative Analyst previously assigned to the Administrative Services area has been re assigned to the President’s office to assist with the evaluation of key areas of operational support for the College.

Conclusion

The College meets the Standard.

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

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

**Evidence of Meeting the Standard**

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

LASC continuously monitors and maintains the appropriate number of administrators for the organization who have the requisite qualifications. The college uses the information developed during the Budget review process and as described in the LASC Participatory Decision-Making and Integrated Planning Handbook.

**Analysis and Evaluation**

Los Angeles Southwest College (LASC)’s need for administrative positions is reviewed in the context of the institutional need. The college has had difficulty finding qualified candidates to fill its current vacancies. In the last fiscal year the VP of Student Services position has not been filled and required an additional search. LASC has experienced frequent turnover in key administrative leadership positions since the submission of the 2012 Self-Evaluation Report [III.A.10-2: LASC Self-Evaluation Report 2012 Screen shot of Administrators in Position]. The college acknowledges that programmatic areas have been impacted do to the lack of qualified candidates. The college’s ability to recruit and retain administrative talent has been limited by budgetary constraints. However, with the college’s success in increasing enrollment, it now has the potential to adjust administrative staffing and hire qualified employees. Several key administrative positions filled within the last two years and since the last self-evaluation include: hiring a new college president, three academic deans, and a new dean of institutional effectiveness.

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

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

**Conclusion**

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The College meets this element of the Standard, despite the consistent struggle to maintain qualified personnel over time.

**Evidence**

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

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

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

**Evidence of Meeting the Standard**

Rules and regulations determined by our governing Board are used to create policy and procedure for the campus

- Email  
- Flyers/Handouts  
- District Webpage
  - Office of Diversity  
  - Personnel Commission  
  - Board Rules  
  - HR guides  
  - Union contracts  
- Education Code  
- LACCD Labor Relations  
- Campus webpage  
- Emails are sent to all employees  
- Bargaining unit contracts  
- Office of Diversity  
- Sexual Harassment training for all managers and supervisors  
- Shared Governance  
- Professional Development
Analysis and Evaluation

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

Conclusion

The College meets this Standard,

Evidence

III.A.11-1: LASC Faculty and Staff Webpage
III.A.11-3: Personnel Commission Webpage
III.A.11-4 Personnel Commission Webpage

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

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

Evidence of Meeting the Standard

The college climate does not discourage or discriminate against members of any cultural, ethnic or religious group. Key services are provided to all LASC employees from the areas below:
- Office of Diversity
- Employee Assistance Program (EAP)
- Managers and Supervisors through EAP

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Professional Development

**Effective programs and services to support personnel**

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

Policies and procedures are in place to ensure the equitable treatment of all employees and students. These policies include;
- Collective bargaining agreements
- Board rules
- Policies
- Emails
- EAP Newsletters
- LACCD Help Desk
- LASC webpage
- College Catalogue

**Analysis and Evaluation**

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

**Conclusion**

The College meets the Standard.

**Evidence**

III.A.12-1 LASC email dated
III.A.12-2: LACCD EAP email
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

LASC complies with all LACCD Board Rules, Personnel Commission rules and State of California

**Evidence of Meeting the Standard**

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

**Analysis and Evaluation**

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

**Conclusion**

The College meets this standard.

**Evidence**

III.A.13-1: Board Rule 1204.13 Screenshot  
III.A.13-2: Board Rule 1204.14 Screenshot
Standard III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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

Evidence of Meeting the Standard

Professional development programs for faculty and staff include:

- Tuition Reimbursement
- Flex activities
- EAP
- Office of Diversity
- Project Match

The College identifies the professional development needs of employees by gathering data from:

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

The College uses post professional development workshop surveys and evaluations to ensure that the needs of all employees are met.

Analysis and Evaluation
Los Angeles Southwest College (LASC) conducts periodic staff satisfaction surveys to assess needs, which result in initiatives, including staff development activities. The Professional Development Committee, with support from the office of academic affairs, organizes a calendar of workshops and orientations to specifically address issues in the satisfaction survey results and strategic plan. Each year, LASC develops a Professional Development Plan informed by the College’s Strategic Plan, program review and results of staff satisfaction surveys. The Professional Development Committee, comprised of representatives from all constituency groups, provides direction for developmental activities. This committee works with the Academic Senate and other campus committees such as Technology and the Student Learning Outcomes (SLO) to organize training opportunities on topics such as the use of e-instruction in classrooms, and to develop program reviews and SLO assessments. LACCD uses college input to provide a range of workshops and programs to facilitate staff development and workplace competency, health, and personal growth for classified staff, faculty and administrators.

Each year the district provides a health insurance fair to inform employees on their health benefit plans. Insurance carriers, approved by the district, provide information. Food and entertainment are provided to bring campus personnel together and share information about healthy food options and health screenings. The bargaining units provide members with opportunities to learn their contracts and their jobs. Fall and spring flex days provide activities for staff development. In fall semester all full-time faculty are required to participate in the Flex Day activities. Adjunct faculty and classified staff are encouraged to participate in Flex day activities. Suggestions for Flex Day workshop topics and Flex presentations are solicited from all members of the campus community. Full-day orientations for new adjunct faculty are provided. Counselors attend a full-day planning retreat each semester and are encouraged to attend UC and CSU conferences.

The Professional Development Committee, along with other planning committees, regularly evaluates campus input in order to plan staff development activities. Surveys are administered after workshops to assess how well they met the needs of participants. Other data sources include feedback forms and informal discussions. The committee uses the results of these evaluations to plan program improvements. The college provides funding for Professional development activities from its general fund. The college is planning to provide more opportunities for the campus to review data related to effective teaching and from campus-wide student success discussion sessions involving both faculty and students.

**Conclusion**

The College meets this Standard.

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

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

**Evidence of Meeting the Standard**

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

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

LASC provides employees access to personnel records.

- District HR
- Campus personnel office

**Analysis and Evaluation**

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

**Conclusion**

The College meets this Standard

**Evidence**
III.B. Physical Resources

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

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

Evidence of Meeting the Standard

The college provides access to all of its facilities in accordance with:

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

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

Analysis and Evaluation

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

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

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

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

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

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

The college has purchased and implemented an emergency response alert system that allows the college to quickly communicate with staff, students and the community by text, voice, email and social network. In event of a natural disaster or emergency the system will alert with up-to-date information and instructions from the campus.
The current Tamis Maintenances work-order system is being replaced with a new CMMS-Computer Maintenances & Management System that will allow the college to track all new/modernized facilities and existing facilities to develop a preventive and predictive maintenances schedule to ensure a 100% life cycle. This system is accessible through the college web-site and provides an excellent vehicle for students, staff and faculty to take an active role in maintaining an improving the safety of the campus. This process allows maintenances staff on campus to address these work orders on a priority bases. For emergencies the Plant Facilities Maintenances & Operation department can be access by phone during regular operating and messages can be left on Plant Facilities recorder after hours, where it will be address immediately the following working day.

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

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

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

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

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

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

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

**Conclusion**

The College does not meet all elements of this Standard. The College is preparing to submit a Substantive Change Proposal to ACCJC for approval of its Distance Education Program that includes areas of analysis to address this element of the Standard. Moreover, the College must develop a plan to address the equipment, and facility needs as the College expands the delivery of instruction through the DE mode.

**Evidence**

- LASC Emergency Reponses Plan dated 2012
- Accident Prevention Plan
- Work place Violence Prevention Control Plan
- Emergency Action & Fire Prevention plan
- Emergency Operation Plan
- Floor Warden manual
- First Aid Program (Student Health Center located on Campus)
- Hazardous Material Control Plan
- Injury & Illness Prevention Program
- Environment Health & Safety Program
- Employer Communication & information
- Continuing Training Program
- Blood Brogue Pathogens Expose Program
- Hazard Communication Plan
- Ergonomics Exposure Control Plan
- Chemical Hygiene Plan
- Respiratory Protection 7 Industrial Hygiene Plan
- Control of Select Carcinogens & Hazardous Substances
- Hearing Conservation program (Annual Health screening for Maintenances worker)
- Heat illness Prevention Plan
III.B.2. Physical Resources

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

Evidence of Meeting the Standard

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

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

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

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

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

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

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

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

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

**Analysis and Evaluation**

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

**Conclusion**

The College meets the Standard.

**Evidence**

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

**Evidence of Meeting the Standard**

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

Equipment is maintained and evaluated on regular basics as per manufacture operating & maintenances manuals and warranty specifications. LASC reallocates resources as necessary to meet charging instructional and operating needs as evidenced in the Institutional Effectiveness Committee Program Review processes. This review process allows each department to develop program plans to correct deficiencies and recommends improvements to the program supporting SLO’s. Surveys are used to make assessments and the results become a baseline for improvement. For example, the survey conducted in spring of 2015 by Institutional effectiveness department asked the satisfactory level for “Building Cleanness, classrooms, restrooms, offices”. Comments reflected dissatisfaction with cleanliness of classroom & restrooms. The results of this survey along with comments from WEC, faculty and students resulted in implementation of retraining and identify the need for hiring additional staff. We are currently in the process of hiring five new custodian positions.

**Analysis and Evaluation**

LASC is currently in a transition phase of work order system. The current Tamis Work Order System is being replaced with a Computer Maintenances & Management System that will have access to data regarding facilities and equipment loaded in the FUSION database. This CMMS program will allow college to develop a preventive and predictive maintenances schedule, maintain warranty data, cost of repair data, tread maintenances and repair cost, recurring repairs to better track life cycle and preparation tool for projected cost of repair of facilities and equipment.

**Conclusion**

The College meets the Standard
Evidence

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

Evidence of Meeting the Standard

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

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

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

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

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

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

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

6. Develop Deferred Maintenance/Schedule Maintenances Fund to replace the now defunded State Schedule Maintenance Program. In 2013 the Board of trustees
authorized a Deferred Maintenance Reserve fund of up to 2% of the Unrestricted General fund (Appendix F)

a) Develop criteria for newly developed deferred maintenance reserve.
b) Prioritize college projects for the use of the deferred maintenance reserve.

7. Implement a new Computerized Maintenance Management System (CMMS). This system will allow improved tracking of facilities expenses (Appendix G)

a) Establish project goals and objectives for the CMMS.
b) Review benefits of improved facilities tracking processes.

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

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

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

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

**Analysis and Evaluation**

Los Angeles Southwest College’s physical resources are an institutional responsibility, and implementation and management of these resources fall under the Administrative Services division under the direction of vice president of administrative services. The mission statement for the Plant Facilities Department is “to provide a clean, safe, and healthy learning and working environment for students, staff, and faculty and community members.

**Conclusion**

The College meets the Standard.

**Evidence**
III.C. Technology Resources

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

Evidence of Meeting the Standard

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

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

LASC Technology Planning Committee

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

District-Wide Technology Council

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

TPPC

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

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

**Program Reviews**

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

**Information Technology department Survey**

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

**Program Review**

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

**IT Survey**

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

LASC Educational Master plan

LASC Strategic Master plan

LASC Technology Plan – being updated for 2015-2020 period

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

The college provides a strong commitment to the distance learning programs and courses by providing ON CAMPUS technical support with (1) help desk support for faculty and students
with online and web-enhanced courses, (2) fulfilling shell requests for the Learning Management System, and, (3) email malfunction repairs and recoveries.

Technology is provided directly by the institution and through contractual arrangements with Etudes, the learning management system, to ensure LASC's online program provides the following: reliability, recoveries and repairs, privacy and security. See the examples in the following information for each area.

Reliability

(1) LASC's online students and faculty are provided with 24 hour personal support from LMS’s staff and peer communities.

(2) Student and faculty technical resolutions available 24/7 hours a day, i.e. login, rosters, user issues, etc.

(3) FAQ's for students and faculty.

(4) Video and instruction assistance for students and faculty.

Disaster Recovery

(1) Students have 24/7 access to LMS/Etudes technical support to receive assistance, particularly regarding access to the course.

(2) LASC's online students are provided with 24/7 response time or less for LMS recovery of the system

(3) Instructors can notify all students at once via email for system issues.

(4) LMS provides free mobile apps for both iPhone and Android devices for students to have immediate access in times of disaster recovery.

(5) Available tools in the mobile app have the same functionality as the web version.

Privacy

(1) Ability to support secure authentication.

(2) Instructors can send and receive private messages from students.

(3) Identification, emails and login information is only accessible to the instructor teaching the online course.

(4) Submission of assignments by students can only be seen by the instructor teaching the course.

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(5) Grades can only be viewed by the instructor teaching the course.

(6) Instructors can delete inappropriate messages to protect students; for example, in the discussions, chat room, etc.

Security:

(1) Ability to support secure authentication.

(2) All students must use their college identification number for security verification to login to the LMS.

(2) All students must use their college email address for security verification to participate in an online course.

(3) Instructor controls when a site is published and concluded.

(4) LMS system has the ability to restrict access to an assessment based on a required password.

(5) LMS system has the ability to restrict access to an assessment based on IP addresses.

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

**Technological Infrastructure and Equipment**

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

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

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

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

**Reliability and Emergency Backup**

Campus acquired new systems including virtual servers and storage the Prop A and AA funds about seven years ago. Those systems served the campus needs as many new buildings came up. New systems, such as multiple building management systems (HVAC, Irrigation, Electrical metering, and Security), instructional systems (SARS, Viatron scanning system, TutorTrack, CI Track, Audio Video equipment in smart classrooms, additional end users equipment, and academic programs were deployed using those systems. These 7 years old servers have outlasted their lives. Additionally, they have taken all the abuse of being in major construction environment including extreme temperature, dust and debris.

Measure J funds were allocated towards upgrading the datacenter. Using these funds, new systems for the data center are being deployed. This includes the integration of hardware, software, and infrastructure refresh. New equipment for virtual servers and storage has been acquired and is being implemented. This will provide more robust, scalable, reliable systems for campus academic programs and support the administrative functions more efficiently.

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

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

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

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

Significant opportunity to make further improvements

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

**Prioritizing Technology Purchases**

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

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

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

**Limitation of SFP Expenditure -**

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

**Use and Distribution of Technology Resources**

A Technology Replacement Policy has been in place as recommended by the TPC. However, since a major part of technology has been replaced by the bond funds, limitations of using those funds and non-availability of non-categorical funds do not always allow the TRP to be used. In that case, all the users and instructional areas housed in the new buildings get new equipment and their existing equipment gets cascaded or salvaged depending on its age.
The institution does give sufficient consideration to equipment selected for DE programs. (1) Faculty and students have access to computer labs, Internet access, student support and training. (2) Faculty training in computer labs is available. (3) LASC has a variety of links to assist students who need services for the library, counseling, tutoring, and training.

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

**Robust and Secure Technological Infrastructure**

**Analysis and Evaluation**

**Evidence**

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

**Evidence of Meeting the Standard**

**Technology Training**

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

**Analysis and Evaluation**
Evidence

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

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

Evidence of Meeting the Standard

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

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

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

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

Using technology in the classroom prepares students for tomorrows jobs. According to studies, in the next 5 to 10 years jobs of today will have no value. This is the importance of getting students more involved in technology oriented classes. The more students use technology, the more creative they become thus allowing them to be more productive. According to President Obama, community colleges are supposed to prepare students for the job market. All of this requires hardware and software – in short, the backbone to accommodate the students, faculty and administrators.
Online Education Initiative (OEI) offering online courses exchange through which students may take required classes for credit from other California community colleges if they are not available locally. Preparation is one of the desired waves of the future and the desired direction the college should be going.

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

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

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

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

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

Evidence

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

Planning

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

Evidence of Meeting the Standard

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

Since the last self-evaluation, the college has continued to exercise effective planning and annual prioritization of resources to ensure the best utilization of revenues to support educational needs and improvements. There are five primary sources of college funding:

- State funding via Los Angeles Community College District (LACCD) annual allocation
- Funding earned by the college
- State funded Categorical programs
- Grants awarded the college
- Enterprise activities

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

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

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

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

LASC receives an allocation from the LACCD annually with adjustments made upward or downward during the year (III.D.1-6-LASC Final Budget; III.D.1-7- LACCD Budget Allocation Model). The budget allocation model includes funds for administration, funding for maintenance and operations, a set aside for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds (III.D.1-8-Unrestricted General Fund by Sub-major Commitment Item; III.D.1-9- Restricted General Fund Appropriations). While the College has operated in a budget deficit for ____ years, the Budget Committee takes seriously the role of prioritization in a manner consistent with the Strategic Plan. Annually, Los Angeles Southwest College, the smallest college in LACCD, receives a preliminary budget allocation from the Los Angeles Community College District (LACCD).
to support its annual operation costs which has proven to be insufficient. Frequently the college is faced with delaying payments to administrative services such as utilities, telephone, facility maintenance contracts and service agreements in order to minimize the impact to student learning programs.

In addition to the LACCD funding allocation the college supports critical student programs through various categorical programs, specially funded programs, grants and enterprise units (III.D.13- Final Budget). Categorical programs and grants develop specific plans on use of funds to support pedagogy, student success and/or student learning (III.D.14- SSSP plan, EOPS plan, Title V plan). The enterprise units are self-supporting entities which develop their budgets in support of academic activities. (III.D.15-Operational Plan 14/15)

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

Analysis and Evaluation

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

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

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

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

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

Evidence

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

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

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

Los Angeles Southwest College’s new Mission Statement now reads:

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

The institution relies upon its mission and goals as the foundation for financial planning. The mission forms the foundation for the five strategic goals as outlined in the 2014-2020 Los Angeles Southwest College Strategic Plan (III.D.2-2-2014-2020 Los Angeles Southwest College Strategic Plan). The strategic goals, guided by the college’s mission, inform the financial planning process. Each year during program review, as explained in the Accreditation Mid-Term Report 2015 (III.D.2-3- Accreditation Mid-Term Report 2015) programs and department analyzes data specific information for each goal, identifies areas of continuous improvement and then sets objectives that will lead to the accomplishment of the identified goal (III.D.2-4- 2014-2015 Instructional Program Review webpage). Resource requests are captured and identified during the budgetary approval process and make its way back to the program or department budget through the continuous commitment to a participatory decision making and integrated planning process (III.D.2-5-Los Angeles Southwest College Participatory Decision Making & Integrated Planning Handbook). The LASC process for informing the college community conceivably would be more beneficial to the campus community with a disciplined effort to routinely report the monthly projection of FTES and expenditures versus budget to the college community. LASC college administration meets with district staff to review FTES projections and budget allocation on a quarterly basis. More frequent and consistent review with the college community would demonstrate college commitment to transparent fiscal practices and accountability. Standard routine fiscal reporting typically yields confidence in reported projections and fact based financial decision making (III.D.2-6- LASC Monthly Financial Projection). College administrators, managers track current budget information via the SAP system. Salary Distribution Reports are key budgetary reports as salary and benefits are typically close to 100% LASC unrestricted revenues. This is compared to an average 78% District wide.

Analysis and Evaluation

The College meets this standard. The college mission informs the program review process which in turn becomes the basis of underlying assumptions for the financial planning and the allocation of resources each year. Programs and departments link
goals and planning directly to the college mission and the connection with mission is a component in measuring the strength of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process. The College has transparency in its budgeting processes. LASC makes information readily available and reports and reviews its financial condition quarterly to the College and the District. Communication related to planning and budget occurs on a monthly basis with budget issues and decisions detailed in order to keep the campus informed. LASC takes the accountability for the management of its budget seriously and as a result balances its budget and meets it enrollment targets annually.

Evidence

III.D.2-1: LACCD Board of Trustee Approval.
III.D.2-2: 2014-2020 Los Angeles Southwest College Strategic Plan
III.D.2-3: Accreditation Mid-Term Report 2015
III.D.2-6: LASC Monthly Financial Projection

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The overall structure for the continuous LASC financial planning and budget development process is defined by Board Rule (BR) Chapter VII, Article VI (III.D.3-1: Board Rule VII.VI). Annually, a financial planning calendar is prepared by the Los Angeles Community College District (LACCD) Budget Office and vetted through the District-wide Budget Committee (DBC). Budget development typically begins in early October of each year after the Board of Trustees (BOT) adopts the budget development calendar, which defines the key financial and budget planning activities through the year (III.D.3-2: Board of Trustee Meeting Minutes; III.D.3-3- Budget Development Calendar) such as enrollment growth target, full time faculty obligation and hiring target, proposed cost of living adjustments, and maintenance of the district reserve (III.D.3-4: DBC handouts showing).

The LASC Budget Committee, a subcommittee to the College Council, follows a defined process and is responsible for facilitating the annual budget process on campus and provides input into the development of the Integrated College Operating Plan. It is the participatory governance committee which vets the college’s annual budget and operation plan. The process is documented the Los Angeles Southwest College Participatory Decision Making and Integrated Planning Handbook (III.D.3-2: Participatory Decision Making and
Integrated Planning Handbook). All college constituencies have the opportunity to participate in the planning activities of the institution. The Budget Committee (BC) meets monthly. Agenda and minutes are memorialized on the college website (III.D.3-3: LASC Budget Committee Webpage). The college resource allocation process begins in December (III.D.3-4: Appendix C, Participatory Decision Making and Integrated Planning Handbook). Based on resources identified in the Program reviews, the budget committee establishes a prioritized list of resource requests, which allows all college constituencies to have appropriate opportunities to participate in the development of an institutional plan and budget. The prioritized listing is posted on the Budget Committee webpage (III.D.3-3: LASC Budget Committee Webpage).

In December of each year, the College provides the initial projected dedicated revenue to the district budget office. This represents funds, which will be earned by the college outside of student fees, bookstore and other funds (III.D.3-5: Dedicated revenue projection). In January of each year the LACCD budget calendar and instructions are distributed to the colleges. The instructions for planning the budget are comprehensive and cover the college’s restricted and unrestricted programs (III.D.3-6: Budget Operation Plan Instructions). After the Governor’s State Budget Proposal is released in mid-January, the college receives the distributed preliminary allocation after which the college begins to work with constituencies to develop the College operational plan (III.D.3-7: Budget Allocation Memo). Through a series of reiterative reviews, a tentative budget is submitted to the Board of Trustees for adoption allowing for public comment.

**Analysis and Evaluation**

The college meets this standard. The LACCD budget calendar and instructions are distributed to the colleges and are available to the Budget Committee annually. The three stages of the budget—preliminary, tentative, and final—are presented and discussed extensively in senior staff, College Council, Academic Senate, and Budget Committee. The college follows the financial planning and budgeting model and calendar defined by LACCD. The college’s *Participatory Decision Making and Integrated Planning Handbook* ensure a transparent process for decision making.

All college constituencies have the opportunity to participate in planning activities through the program review process which guides the college financial planning and budget development including prioritizing resource requests. The College recognized the opportunity to improve the budget process by increasing the participant rate.

**Evidence**

III.D.3-1- Board Rule VII.VI
III.D.3-2- Board of Trustee Meeting Minutes;
III.D.3-3- Budget Development Calendar
III.D.3-4- DBC handouts showing assumptions

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Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

LASC’s institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The college determines its annual budget by emphasizing accomplishment of the goals and objectives outline in the Strategic Plan. The process of achieving these goals is in turn operationalized in a manner that aligns with institution’s mission. The budget committee follows the process established in the LASC Participatory Decision Making and Integrated Planning Handbook and makes recommendations to the president in order to create a tentative college budget.

As the fiscal year progresses the college tracks spending and adjusts its budget accordingly. The college submits monthly budget reports to the district on a continuous basis. Quarterly, the college president and vice-presidents meet with the district chief financial officer and other budget officials to provide a thorough budget update. These reports include the percentage of budget remaining for each account, FTES projections as well as summarized allocations. The college president meets with the Strategic Planning and Budget Committees, Academic Senate, and College Council to provide current budget information and discuss annual planning. Individuals involved in institutional planning receive updated budget information such as monthly budget reports, allocations, and current status of FTES for anticipated fiscal commitments. Administrators and managers track current budget information via the SAP system and Salary Distribution Reports. As previously shared, more frequent and consistent review by the college community would demonstrate the College commitment’s to sound financial practices and accountability. Standard routine fiscal reporting typically yields confidence in the reported projections and produces transparent fiscal decision.
The district adjusts staffing and productivity goals every semester based on prior term results and other changes in conditions. Typically any deficit identified after the first quarter is usually significantly reduced by the end of the fiscal year through a process of continuous review and prioritization of expenditures. For fiscal year 2015-16, the final budget is $26,192,583 (III.D.4-1: Final Budget). LASC budget projections indicate the college requires $_______ to cover its general expenditures. This indicates a projected deficit of about $_______, if present estimates hold true. The college has historically been in a deficit for _____ years.

Los Angeles Southwest College’s Participatory Decision Making and Integrated Planning Handbook clearly define the college’s processes for financial planning and budget development. The college uses this process in open meetings to develop its Integrated College Operating Plans and budgets. Committees record all fiscal planning and budget actions and post them on the college website.

Each year at the fall mandatory Flex Day, the college president addresses the campus community with her “State of the College” and calls upon the community to help address the periodic spending challenges and contribute to their solution through more active participation (III.D.4-3: Flex Day Agenda). As the year progresses, the president holds college-wide meetings to present financial planning and budget issues to the campus community.

**Analysis and Evaluation**

The college meets this standard. Even though the Participatory Decision Making and Integrated Planning Handbook clearly define processes for participatory governance and inclusion of all constituencies in decision making about budget development, the most recent Campus Climate Survey indicated that ___ of respondents agreed that the college guidelines and process for budget development are clearly communicated, while ___ were neutral and ____ disagreed. In the same survey, ___ agreed that they had opportunities to participate in the budget development for the college, while ___ were neutral and ____ disagreed. ____ of LASC’s faculty and staff agreed that the resource allocation model equitably supports college programs and services, while ____ were neutral and ____ disagreed.

The college’s Strategic Plan integrates the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan. The Vice President for Administrative Services co-chairs the campus Budget Committee along with Academic Senate President who are both committed to follow the mandate to involve more staff and faculty including members of the Academic Senate, AFT and Classified unions (III.D.4-2).
The college continues to search for methods to increase the fiscal knowledge of the campus constituencies and increase staff and faculty participation in campus budget development. The budget committee, under the leadership of the Vice President of Administrative Services and Academic Senate President are in the process of developing a consistent strategy for sharing budget related information campus wide. For example, the program review process includes an online program data sharing process that is posted real time for all to review which in turn provides informed participants which allows for more engaging discussions regarding budget planning and resource allocations that are aligned with the college’s mission.

**Evidence**

IID.4-1: Final Budget  
III.D.4-2:  
III.D.4-3: Flex Day Agenda

**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

**Evidence of Meeting the Standard**

The Los Angeles Community College District contracts with an accounting firm to conduct annual audits of college financial statements each fall, and its department of Internal Audits conducts internal audits of colleges as well. No financial statement audits have resulted in major negative findings. The college responds if there is an audit exception following compliance of the district audit process. The DBC submits all audit reports and responses to the district board for approval. The Internal Audit Department reviews time reporting and posting to the payroll in SAP to verify compliance with board policy. Review findings are presented to the college and any non-compliant findings are addressed by the college with a corrective action plan. Afterward, the audit is given to the District Finance and Audit Committee (III.D.5-1: District Standard III.D.5 Response).

Los Angeles Southwest College has responded with corrective actions plans in response to external audit findings received in 2012 (III.D.5-2: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein) and 2013 (III.D.5-3: LACCD Basic Financial Statements and Supplemental Information with Independent Auditors Report Therein). There were no reporting external audit findings in the 2014 report. Corrective actions have been implanted in response to internal audit findings for Cash Control in June, 2013 (III.D..5-4- Los Angeles Southwest Cash Control Audit), Associated Student
Organization January 2015 (III.D.5-5: Los Angeles Southwest ASO Audit) and Procurement internal audit in June 2015 (III.D.5-6: Los Angeles Southwest Procurement Audit). Currently underway is an internal audit of Child Development Center. The College adheres to the District Accounting and Business Office Policy and Procedure Manual and develops internal procures and documents that are in accord with the manual (III.D.5-7: District Accounting and Business Office Policy and Procedure).

**Analysis and Evaluation**

The College meets this standard. LASC has participated in and responded fully to all relevant audit discussions and identified needed corrections and is in the process of fulfilling the necessary requirements to be in compliance. Corrective actions include but are not limited to staffing changes, including the hire of Senior Accountant and Business Office Supervisor and the hire of a Financial Aid Supervisor. Required Procurement Training for all relevant staff and authorizing department managers. Fiscal Management Training was conducted by administrative staff for ASO and Auxiliary Executive Board and Advisors regarding fiscal policies and procedures and relevant Administrative Regulations. Staffing changes are also planned for the LASC Bookstore that will increase the operational capacity and oversight of the processing of vendor obligations. Los Angeles Southwest College Business Office staff are also actively participating in the redesign and updating of District Accounting and Business Office Policy and Procedure Manual.

**Evidence**

III.D.5-1: District Standard III.D..5 Response
III.D.5-4: Los Angeles Southwest Cash Control Audit
III.D.5-5: Los Angeles Southwest ASO Audit
III.D.5-6: Los Angeles Southwest Procurement Audit
III.D.5-7: District Accounting and Business Office Policy and Procedure Manual

**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

**Evidence of Meeting the Standard**
Los Angeles Southwest College’s budget process is data-driven. The Budget Committee uses a wide array of financial information to influence its decision making process. The Vice President of Administrative Services presents the committee with information on available funds, ongoing expenditures, and department-level budget information at each of its monthly meetings. Minutes and data from these meetings are available to the college through the college (III.D.6-1: LASC Budget Committee Webpage) and district (III.D.6-2: LACCD Budget Committee Webpage) websites. Representatives from all campus constituent groups who attend the budget committee meetings are also responsible for sharing information campus wide.

The Final Budget of 2016-2017 provides the assumptions on which financial allocations are made for both the district and all its colleges, including supporting data. The district website provides current budget information for each campus, including appropriations, expenditures, and encumbrances (III.D.6-3: LACCD Budget Office).

The district reviews FTES projections with the campus administrators quarterly to inform the enrollment management and budget planning process. This information is passed on to the college as a whole through various channels of communication that is selected by the President. Business Warehouse and SAP, financial software deployed by the district, provide reports on tracked expenditures, encumbrances, and balances as needed. These reports can be viewed by managers/department heads, the business services office, and the administrative analysts.

To help the campus community keep abreast of fiscal planning, the LASC website provides budget information including strategic planning data, multi-year budget analysis, deficit planning, financial review, the response from the DBC-FTES growth over-cap, spending, mid-year reduction plans, and budget committee agendas (III.D.6-4: LASC Budget Data).

**Analysis and Evaluation**

The College meets this standard. As noted in the most recent LASC Campus Climate Survey shows that ____ of employees feel they had the opportunity and information needed to participate in the development of the college budget. With the amount of data available on the college website, this may suggest that some faculty, staff and administrators either lack the background to evaluate the data or are not motivated to engage the process. Training continues to be the primary method of engaging participants. Meetings such as the Academic Senate and Student Services might help more people understand and participate in budget development. Actions that seem to have help staff and faculty feel more connected to the process has included keeping the college website up-to-date throughout the budget cycle and emphasizing the links between strategic planning, program review, and budget. The
annual program review process has been actively utilized since 2011 and has continuously been improved with the objective to help develop a better understanding of the campus-wide budget process since it is directly linked to planning.

In addition to the above, administration will hold semi-annual budget development workshops to engage the Budget Committee, Academic Senate, Academic Affairs personnel, and the general college community in the practical aspects of the entire budget process from revenue generating (FTES) to developing the final college budget.

**Evidence**

III.D.6-1: LASC Budget Committee Webpage  
III.D.6-2: LACCD Budget Committee Webpage  
III.D.6-3: LACCD Budget Office  
III.D.6-4: LASC Budget Data

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Evidence of Meeting the Standard**

LACCD undergoes an external audit annually, with the College receiving from the District office the list of any audit findings for the college to prepare the corrective action plan (III.D.7-1 LACCD Response to Standard III.D.7) as described in Standard III.D.5, the College received external audit findings in 2012 and 2013 and has taken the necessary corrective actions. The College responds comprehensively and timely. Findings and corrective action plan are communicated by the President through comprehensive discussions with her administrative team. While the Vice President Administrative Services has not been in the habit of reporting out the results of external audits, these audit outcomes will be reported annually at the January BC meeting.

**Analysis and Evaluation**

The College meets this standard. The College has received several (not material) audit findings from external auditors in 2012 and 2013. External audit reports are available on the College website. In order to disseminate the audit findings to the wider campus community, beginning in 2016 audit findings will be reported out to the BC every year in January. This information will become a part of the formal report from BC to College Council each February. Meeting minutes and supporting documents are posted on the BC website.
Evidence

III.D.7-1: LACCD Response to Standard III.D.7

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Los Angeles Southwest College and the district have a number of controls in place to ensure the effective oversight of finances, including internal and external audits to evaluate financial management systems. The district Office of Internal Audits conducts annual budget audits and audits of specially funded programs. To ensure integrity of the financial systems, external audits are done annually. Based in part on these audits, the college continually makes improvements. Since the last self-evaluation, the Community Services program reported a deficit in Fiscal 2013-2014 and is yet to be refunded. The bookstore operations incurred a significant deficit in Fiscal 2013-2014. The LASC Bookstore addressed these deficiencies and recorded a positive fund balance while managing to cover over $50K of prior year expenses. There was no reported exposure of obsolete inventory. An operational review has been completed, and bookstore operations district-wide are being reviewed for alternative business models (III.D.8-1: LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015).

At the district level, the Accounting Office assigns Grants and Contracts staff to review and report on categorical and grant funding. The district chief financial officer reviews all expenditures to ensure compliance with district regulations.

At the college, deans are assigned to oversee contracts and budgets. For example, the Dean of Special Programs oversees TRIO. Deans and directors have access to financial information such as expenditure reports, cost distribution, and salary reports on the SAP system. This helps them monitor contract budgets and ensure compliance.

At the beginning of each month, Specially Funded Program (SFP) Managers receive a Salary Distribution Report (SDD) to review all posted salaries and benefits for the previous month. This allows managers to ensure salaries and benefits are posted to correct fund centers. This report becomes a basis for developing monthly budget reports. All specially funded programs at LASC, such as EOPS, CalWORKs, and TRIO are required to submit monthly budgets to the college president or a designee. These reports detail expenditures, posted salaries and benefits, and budget balances. In these reports program managers assess spending patterns and ensure budgets are not overdrawn during the fiscal year. They ensure funds are spent appropriately and overruns are not incurred by general funds. SFPs are audited once a year by either the district office or by a subcontracted audit firm.
(III.D.8-2 EOPS Internal Audit; III.D.8-3: CalWORKs/GAIN Internal Audit). The LASC Foundation reports to the president monthly. It utilizes the services of an accounting firm to conduct external audits to ensure compliance to LACCD regulations. A recent audit found no material findings (III.D.8-4: LASC Foundation External Audit).

**Analysis and Evaluation**

The College meets this standard. The president conducts an annual compliance review of all procedures and policies of the LASC Foundation. If any are not in compliance with the Education Code, District policies, rules and regulations, college policies, the organization’s articles of incorporation, by-laws and written agreement with the college, the president makes recommendations about them to the auxiliary organization.

**Evidence**

III.D.8-1-LASC Bookstore Operational Reports Fiscal 2014 and Fiscal 2015  
III.D.8-2 EOPS Internal Audit  
III.D.8-3 CalWORKs/GAIN Internal Audit  
III.D.8-4-LASC Foundation External Audit

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

**Evidence of Meeting the Standard**

LACCD is in a very strong cash position. Sufficient cash flows and reserves exist to maintain stability cover any potential risks. The LACCD maintains two separate reserves: the general reserve = 6.5% and the contingency reserve of at least 3.5%. In addition there are reserves for deferred maintenance, centralized accounts, such as legal expenses and workers’ compensation, to name a few. The District is in a good position to implement contingency plans to meet financial emergencies and unforeseen occurrences (III.D.9-1-LACCD Response).

**Analysis and Evaluation**

The college meets this standard. District policies are set to maintain at least 10 percent in reserves each year. The District actually had reserves of between XX and XX during the past six years. Adequate budgets are established in a centralized fund by the District to manage risk. The District, and therefore the College, is well-positioned to meet financial emergencies and unforeseen occurrences. In addition the College has demonstrated that in times of fiscal constraint, the college community comes together to determine budget reductions. The processes are transparent and open for all to participate.
Evidence

III.D.9-1: LACCD Response

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

Evidence of Meeting the Standard

Both the college and the District have policies, procedures and practices to manage financial aid (III.D.10-1-LACCD Policies and Procedures for Managing Financial Aid). The College financial aid received external audit findings since 2012 and corrective actions have been implemented to correct the identified area of concern. The College and the District have staff dedicated to providing oversight of grants that provides necessary check and balance to better ensure compliance. The College and the LACCD have staff that provides effective distribution and oversight of externally funded programs, and District Contract and Legal departments to ensure effective practices (III.D.10-1-LACCD Organization Chart of Staff in Contracts). The College and the foundation are responsible to provide oversight of Foundation practices and finances. Internal audits III.D.10-2; III.D.10-3; III.D.10-4 revealed some weaknesses that have been addressed in the area of cash control and purchasing. Those weaknesses are being addressed.

Los Angeles Southwest College enters into a variety of contracts appropriate to its mission and goals, including contract education, grant agreements, construction services, MOUs, and rental agreements. All contracts require Board of Trustee approval. The District Contract Office reviews all contracts before execution. Depending on the nature of the agreement, other district offices may be involved in the review, such as Accounting, the Personnel Commission, Human Resources, and General Counsel. Only the College President or Vice President of Administrative Services is authorized to sign contracts and agreements. These mechanisms prevent the college from obligating the district inconsistent with its mission and goals.

Analysis and Evaluation

The College meets this standard. All current grants and contracts are directly aligned with the college’s mission and strictly follow LACCD policies.

The Vice President of Administrative Services reviews the status of all funds on a quarterly basis and reports any concerns to the area vice president. This report had been an informal report among the vice presidents. A more formal quarterly report of all funds to the Executive Team would improve everyone’s oversight of the College finances.
Evidence

III.D.10-1: LACCD Organization Chart of Staff in Contracts
III.D.10-2: Los Angeles Southwest Cash Control Audit, June 2013
III.D.10-3: Los Angeles Southwest ASO Audit, January 2015
III.D.10-4: Los Angeles Southwest Procurement Audit, June 2015

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations

Evidence of Meeting the Standard

The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the District’s audit report for the fiscal year ended June 30, 2014 (III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations).

As of June 30, 2014, the District’s total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014 the District’s working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M) (III.D.11-2: LACCD Fiscal Audit Report June 30, 2014: Net Financial Position).

See all the LACCD District Response to Standard III.D.11 (III.D.11-3: LACCD District Response to Standard III.D.11)

LASC’s budget is driven by the planning processes delineated in the Strategic Planning Handbook. The budget planning process guides the Budget Committee through the college’s spending prioritization.

As the fiscal year progresses, college administrators and managers monitor short term spending and alter budgets accordingly. The information collected throughout the year provides necessary background for future adjustments. The college’s most recent evaluation of its budgeting processes (III.D.11-3: Consultant Evaluation) led to restructuring the college’s budget committee to ensure input from the various campus constituency groups. Additionally, there have been lengthy discussions with the

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District Budget Committee (DBC) and other district leaders to review the district’s funding model and the effect that the current model has on colleges’ ability to provide comprehensive services and instruction and conclude with a balanced budget. The Executive Committee of the DBC has evaluated the district’s current budget allocation formula and is in the process of presenting a recommendation to DBC. Furthermore, the use of ending balances, assessments for district office operations, the college deficit repayment policy, and funding differential growth continues to be topic areas of discussion regarding LASC Budget. LASC recent Budget self-evaluation provides data in support of these continuing discussions (III.D.11-4: LASC Budget Self-Evaluation Fiscal 2015-2016).

**Analysis and Evaluation**

The College meets this standard. LASC is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. The District’s non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District such as, compensated absences, general liability workers’ compensation, and other postretirement employee benefits.

The annual audits aid the college in finding ways of making improvements in its budgeting processes. This is illustrated most recently in the ways in which the college has restructured its Business Office and Bookstore by putting more effective controls in place (III.D.11-5: LASC Internal Audit Corrective Action Plans).

The college is constantly seeking ways to engage more of its constituents in the budget and decision making processes. The program review process (instructional and non-instructional) includes modules which allow programs to assess their budgetary needs and request resources needed annually. Departments have opportunities to present their needs to the Budget Committee as a tool to receiving available needed funding each year.

Even in the absence of sufficient funds, planning committees across campus develop plans to maintain the integrity of LASC’s academic and student services’ programs, while maintaining a healthy and safe learning environment. Student success is at the heart of the planning and budget processes. Therefore, the college and the district will continue to work together to fashion a realistic future budget plan that will enable the college to better meet the needs of its students and improve student learning.

**Evidence**

III.D.11-1: LACCD Fiscal Audit Report June 30, 2014: Obligations
III.D.11-3: Consultant Evaluation
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Evidence of Meeting the Standard**

The OPEB planned obligations for the District is based on negotiated contracts with the various bargaining units of the LACCD. The contribution requirements are established and may be amended by the District and the District’s bargaining units. The District follows the reporting requirements of GASB Statement No. 45, “Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.”

The OPEB is managed at the district level and the evidence of meeting this standard is fully explained in the District Standard III.D..12 response (III.D.12-1: District Standard III.D.12 response).

**Analysis and Evaluation**

The College meets this Standard.

**Evidence**

III.D.12-1: District Standard III.D.12 response

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution (III.D.13-1- District Standard III.D..13 response).

**Evidence of Meeting the Standard**

The College meets this standard. There are no LASC debt instruments. LACCD does not have locally incurred debt instruments.

**Analysis and Evaluation Evidence**

Not applicable

**Evidence**

III.D.13-1: District Standard III.D.13 response
III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

**Evidence of Meeting the Standard**

The college has ___ current grants and contracts. A list of contractual agreements is provided in the attachments in evidence. This provides name of contract, funding amount, description, and award date. The process for grant solicitation ensures that all grants promote the mission and goals of the college. All potential grants are reviewed by chairs, managers and deans before being presented to the Dean of Resource Development. All grants are reviewed and final decisions are made with the college president (III.D.14.1-XXXX).

The contractual agreements align with the college’s mission: “The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the life of its diverse community.” An example is LASC’s XXXXXXXX grant (III.D.14.2-XXXX). The purpose of this grant is to XXXXXXXX order to XXXXXXXX. In this phase, the college will identify gaps in services offered to local small, growing businesses so that the college can offer services that are complimentary to those of other local service providers.

The college has obtained external financial resources to conduct institutional initiatives, such as XXXXXXXXXX III.D.14.3-XXXX), a campus-wide initiative that provides recommendations for institutional priorities to improve student learning.

**Analysis and Evaluation**

The College meets this standard. Internal audits resulted in some areas of weaknesses being identified and corrective action plans have been implemented to address any deficiencies.

**Evidence**

III.D.14.1-XXXX
III.D.14.2-XXXX
III.D.14.3-XXXX

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.
Evidence of Meeting the Standard

The District is subject to annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs including Title IV programs. For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. The audit found no instances of non-compliance at Los Angeles Trade Tech College (III.D.15-1-LACCD OMB A-133 Compliance Audit).

The student loan debt of LASC students has reached the default rate level above ____%. As a result the College has prioritized efforts to assist in improving the percentage of students repaying their loans.

Analysis and Evaluation

The College meets this standard. LASC monitors and manages all of its funds with integrity as evidenced by the external audits having no audit findings for LASC in the past two years.

Evidence

III.D.15-1-LACCD OMB A-133 Compliance Audit
III.D.15-2

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The Vice President Administrative Services (VPAS) sign off on all contract requests after careful review to ensure all contracts are consistent with LASC mission and goals (III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services). The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract and LASC has plans to hire a purchasing aide in Administrative Services to ensure all BOT Rules and District procedures and College processes are followed III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days). The Vice President Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval (III.D.16-3-LASC: One Page from Procurement Training August 2015).

Analysis and Evaluation
The College meets this standard. A review of every contract that is requested is performed by the Vice President Administrative Services before it is approved. This ensures that all contracts fall within the mission and goals of the College, with provisions that ensure integrity between contract entities and the College and also protects the interests of the College and the District.

**Evidence**

III.D.16-1: Contract Request Forms Signed by Vice President Administrative Services
III.D.16-2: LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days
III.D.16-3: LASC One Page from Procurement Training August 2015).
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Administrators, Faculty, Staff and Students Improve Practices

The College shared governance process includes students, faculty, staff, and administration that perform an essential role in ensuring the institution meets goals and continuously improves quality.

- Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process. The Institution’s commitment to shared governance is evident in the spring 2015 approval of revisions to the Participatory Decision-Making and Integrated Planning Handbook (IV.A.1-1: Participatory Decision-Making and Integrated Planning Handbook).
- Los Angeles Southwest College has developed systematic participative processes to provide the opportunity for all individuals on campus to have their ideas represented in the decision-making process. There are three primary pathways that invite staff, faculty, administrators, and students to participate in institutional decision-making to improving college practices, programs and services.
• Administrative Structure and Processes: The operations of the college are implemented within established policies and procedures facilitated by management staff.

• Constituent Groups: Collective bargaining units assure representation and participation of their members.

• Committee System: Governance roles are allotted for various constituent groups to review and recommend policies, practices, and programs. Refer to Standard I.B.1 for additional details on the college’s committee system.

• Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.

• Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement (IV.A.1-2: Campus Climate Survey and Student Survey). In addition, student service programs administer Point-of-Service-Surveys every semester to gather student feedback on how to improve services (IV.A.1-3: Point of Service Surveys).

**Analysis and Evaluation**

The College’s shared governance process encourages students, staff, faculty and administrators to participate in campus leadership. Each stakeholder group is represented on college councils, committees and taskforces as delineated by the direction of that committee or council (IV.A.1-4: College Committee Membership requirements).

Through involvement in the Administrative Structure and Processes, constituencies affect college operations and ensure implementation is within established policies and procedures, facilitated by management staff. Additionally, involvement of the aforementioned constituent groups assures representation and participation of their members in institutional decision-making. Lastly, the committee system provides various constituencies the opportunity to review and recommend policies, regulations, and processes that affect all aspects of the college community.
Los Angeles Southwest College, which has representation from all campus constituencies and collective bargaining units, is the central governing body at the college. It receives regular reports from the College president and each college committee. In addition to the standing reports, any constituent may place items on the agenda for discussion. It is only after open dialogue has taken place between institutional leaders, faculty, staff, and students that College Council makes recommendations to the president.

Los Angeles Southwest College also provides several opportunities to seek input from stakeholders through town hall meetings, student forums, and meetings with community members. During these public opportunities to participate in decision-making, participants receive pertinent information regarding the institution and are then able to and encouraged to share their ideas and make recommendations that are compiled and taken back to the appropriate committee.

In addition to the aforementioned opportunities to participate in campus decision-making, Los Angeles Southwest College stakeholders are administered surveys to gather data that informs campus decision-making. These surveys provide another method for various campus constituencies to provide ideas for improvement. Biannually (most recently in fall 2014), the Campus Climate Survey and Student Survey are administered to provide all personnel and students, respectively, with an opportunity to answer questions about the college and institutional improvement. In addition, student service programs administer Point-of-Service Surveys every semester to gather student feedback on how to improve services. Collectively, this data is analyzed and contributes to the direction of campus decision-making. Though systems are in place to solicit feedback from various campus constituencies, participation among students, classified staff, and faculty in the college committee system is low.

In an effort to keep constituencies abreast of institutional performance, reports are updated annually and shared during the annual strategic planning retreat. This information is also available for review through the user-friendly college website from the Office of Institutional Effectiveness (OIE). The College president and the various college committees regularly...
request data on institutional performance from the OIE. Requests for data are also available for faculty, staff, administrators, and students. Furthermore, data on institutional performance is available online providing a level of transparency, as this information is available to all campus constituencies for review.

**Conclusion**

The College meets the Standard. Los Angeles Southwest College completely supports the participation and involvement of all stakeholders of the institution in the decision-making process.

**Evidence**

IV.A.1-1: Participatory Decision-Making and Integrated Planning Handbook
IV.A.1-2: Campus Climate Survey and Student Survey
IV.A.1-3: Point of Service Surveys
IV.A.1-4: College Committee Membership requirements

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Evidence of Meeting the Standard**

**Establishes and Implements Policy and Procedures**

LASC has established policies and procedures for governance, per California’s Education Code, that specify the roles and responsibilities for governance of California’s Community Colleges.

- The shared governance work of the College is accomplished through membership in all college committees, which consists of at least one member from each constituency group and represents administrators, faculty, and staff who are in unions as well as unrepresented classified managers (IV.A.2-1: College Committee Membership Rosters).
- The ASO appoints a student to each committee who reports back to the ASO, giving the students a voice in governance on campus (IV.A.2-2: ASO College Committee Membership).
- LASC, through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook,” describes the participatory roles of administrators, faculty, staff,
and students as it relates to the decision-making process via the description of the various “constituency groups” on campus.

- As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts, which require committee participation and voting rights in those committees, giving each group a voice (IV.A.2-3: Faculty Union Contract and IV.A.2-4: Classified Union Contract).

**Analysis and Evaluation**

LASC has established policies and procedures for governance per California’s Education Code that specify the roles and responsibilities for governance of California’s Community Colleges. To this end, LASC, through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook,” describes the participatory roles of administrators, faculty, staff, and students as it relates to the decision-making process via the description of the various “constituency groups” on campus. The shared governance work of the College is accomplished through membership on all College committees which consists of at least one member from each constituency group and represents administrators; faculty and staff who are in unions as well as unrepresented classified managers. Each committee meets monthly with a published agenda and minutes that include attendance (IV.A.2-5: LASC Committee Meeting Master Calendar). Also, each committee updates the “Committee Operational Agreement” and the “Shared Governance Committee Annual Self Evaluation Form” and sends the reports to the Strategic Planning Committee (SPC) (IV.A.2-6: Committee Operational Agreement and Shared Governance Committee Annual Self Evaluation Form). These reports track meeting members and attendance, as well as document objectives which were to be addressed that academic year with a report on the progress of those objectives and recommendations for improvement of the committee’s processes.

As most faculty and staff in the District and college are unionized, the AB 1725 requirements have been stipulated in union contracts, which require committee participation and voting rights in those committees giving each group a voice. The ASO appoints a student to each committee who reports back to the ASO giving the students a voice in governance on campus. The following collective bargaining units participate in institutional decision making at LASC.

**AFT:** Every full-time monthly rate faculty member shall serve on at least one departmental, college, or District-wide committee or equivalent. Adjunct faculty are eligible to serve on department and college-wide committees.

**Deans:** The Union Representative or his/her designee at each college shall be granted a voting seat and shall represent the Unit on the shared governance council.

**Classified AFT:** Shared Governance: The set of practices under which District/College employees participate in decisions about the operation of their institutions. The District/Colleges are committed to, and encourage, full participation from Clerical

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Technical Unit employees. Worksite and District-Wide Committees and Shared Governance When a College President, Division Head, the Chancellor, or the Board of Trustees appoint a campus/worksite and/or District-wide advisory committee, for accreditation, budget, planning/development, sexual harassment, AIDS education, staff development, and/or equal employment opportunity and diversity, the AFT College Staff Guild shall be entitled to have at least one (1) of its members appointed to the committee by the AFT Staff Guild. At least one (1) AFT Staff Guild Unit member, appointed by the AFT, shall be appointed to each campus, District Office and District-wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified above, that will have an effect on Unit 1.

The Trades Council: shall be allowed one (1) representative on each campus shared governance committee that deals with issues directly and specifically relevant to the Crafts Unit, one (1) representative on the District Budget Committee (DBC) and one (1) representative on the Joint Labor Management Benefits Committee. Crafts Unit committee members shall be appointed by the Crafts Unit.

The District and the SEIU 721 recognizes that decision-making in an academic environment is generally made via a committee. If a College President, Division Head, the Chancellor, or the Board of Trustees appoints a campus/worksite advisory committee for accreditation, budget, planning/development, facilities planning, staff development, work environment, and/or equal employment opportunity and diversity, at least one SEIU Local 721 member, selected by SEIU Local 721, shall be appointed to each campus, District Office and District-wide Planning and Advisory Committee (PAC) and any other Shared Governance Committee, not identified that will have an effect on Local 721.

**Conclusion**

The College meets the Standard. The structure needed to develop policies to ensure participation from stakeholders and transparency is in place.

**Evidence**

IV.A.2-1: College Committee Membership Rosters
IV.A.2-2: ASO College Committee Membership
IV.A.2-3: Faculty Union Contract
IV.A.2-4: Classified Union Contract
IV.A.2-5: LASC Committee Meeting Master Calendar
IV.A.2-6: Committee Operational Agreement and Shared Governance Committee Annual Self Evaluation Form

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
Evidence of Meeting the Standard

Administrators and Faculty Have Substantive and Clearly Defined Role
The College’s policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describe the participatory roles of administrators, faculty, staff, and students as relates to the decision-making at LASC.

- The committee charge delineates the purpose of the committee and committee makeup. Each committee has a designated administrator that serves as a member or the chair. Faculty and staff members may also serve a committee chairs (See Participatory Decision Making & Integrated Planning Handbook) (IV.A.3-1: Participatory Decision Making & Integrated Planning Handbook).
- The College committee structure is designed so that each committee reports to either the Academic Senate or the College Council (IV.A.3-2: College Committee Structure).
- The college’s key planning documents, such as the Education Master Plan and Technology Plan are faculty initiated (IV.A.3-3: Education Master Plan and Technology Plan).

Analysis and Evaluation

Faculty and staff take an active role on campus committees, and provide feedback to campus leadership. Campus leadership allows the committee structure to operate effectively and input is solicited from all campus constituencies. The campus maintains a calendar with all committee meeting dates and times (IV.A.3-4: LASC Committee Meeting Master Schedule), allowing any interested member of the campus community the opportunity to participate in the shared governance process.

LASC is committed to public disclosure in all areas of operation. Documents and data that inform institutional operations and activities are accessible online through the College website. Additional information is also available through the Office of Institutional Effectiveness (OIE). This includes but is not limited to the following: Senate approval and then College Council approval of policies (IV.A.3-5: Academic Senate and College Council Meeting Minutes), Strategic and College Master Plan (IV.A.3-6: Strategic and College Master Plan), Board Agendas (IV.A.3-7: Board Agendas), meeting schedules and meeting minutes (IV.A.3-8: Committee Meeting Minutes), announcements, class schedules (IV.A.3-9: Class Schedules), catalog information (IV.A.3-10: LASC College Catalog), registration (IV.A.3-11: LASC Registration Process), and SSSP process (IV.A.3-12: LASC Matriculation Process [8 Steps]), Administrative information and access to employment opportunities (IV.A.3-13: LACCD Employment Announcements), salary information (IV.A.3-14: Union Contracts [Salary Information]), budget information (IV.A.3-15: LASC Budget), institutional planning (IV.A.3-16: Institutional Planning Meeting Minutes), and employee organizations (IV.A.3-17: LASC Employee Organizations), bond construction information (IV.A.3-18: LACCD Budget).
LACCD Bond Information), including construction updates. Information is disseminated through the campus Public Information Officer, and departmental websites. Accreditation reports, self-study, mid-term report and other institutional reports are also made available.

The evidence listed below demonstrates that these policies and procedures are functioning effectively:

- Functional Map: Description of committee membership (older document) (IV.A.3-19: Functional Map)
- Committee Operating Agreements (IV.A.3-21: Committee Operating Agreements)
- Committee Meeting Minutes (IV.A.3-22: Committee Meeting Minutes)
- Committee Self-Evaluations (IV.A.3-23: Committee Self-Evaluations)
- Union Contracts: Faculty; Clerical/Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors (IV.A.3-24: Union Contracts: Faculty; Clerical/Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors)

The College’s policies on shared governance through the Strategic Planning process outlined in the former Strategic Planning Handbooks and in the current “Participatory Decision Making and Integrated Planning Handbook” describe the participatory roles of administrators, faculty, staff, and students as relates to the decision-making at LASC. The implementation of the current handbook has assisted committees as they work through the governance structure to restructure committee membership to ensure maximum participation.

Additionally, the College Council, as the central governing body at LASC, has representation from all campus constituencies and collective bargaining units thus promoting substantive participation and involvement from college stakeholders in institutional policies, planning, and budget related actions. LASC strives to achieve transparency by making regular reports from the college president and each college committee available on the college website. The OIE has developed a tool to place agendas and minutes on the SharePoint site and has trained chairs to upload those minutes.

**Conclusion**

The College meets the Standard. The College has seen improvement after the implementation of systemic measures and policies and procedures to encourage and support stakeholder participation.

**Evidence**

IV.A.3-1: Participatory Decision Making & Integrated Planning Handbook
IV.A.3-2: College Committee Structure
IV.A.3-3: Education Master Plan and Technology Plan
IV.A.3-4: LASC Committee Meeting Master Schedule
IV.A.3-5: Academic Senate and College Council Meeting Minutes
IV.A.3-6: Strategic and College Master Plan
IV.A.3-7: Board Agendas
IV.A.3-8: Committee Meeting Minutes
IV.A.3-9: Class Schedules
IV.A.3-10: LASC College Catalog
IV.A.3-11: LASC Registration Process
IV.A.3-12: LASC Matriculation Process (8 Steps)
IV.A.3-13: LACCD Employment Announcements
IV.A.3-14: Union Contracts (Salary Information)
IV.A.3-15: LASC Budget
IV.A.3-16: Institutional Planning Meeting Minutes
IV.A.3-17: LASC Employee Organizations
IV.A.3-18: LACCD Bond Information
IV.A.3-19: Functional Map
IV.A.3-20: Participatory Decision Making & Integrated Planning Handbook
IV.A.3-21: Committee Operating Agreements
IV.A.3-22: Committee Meeting Minutes
IV.A.3-23: Committee Self-Evaluations
IV.A.3-24: Union Contracts: Faculty; Clerical/ Technical; Crafts; Operations; Academic Supervisors, and Classified Supervisors

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and Administrators Have Responsibility for Recommendations

The College, through its shared governance structure, including the Participatory Decision Making & Integrated Planning Handbook and the College Council as the central governing body at LASC, delegates the responsibility for recommendations about curriculum and student learning programs and services to faculty and academic administrators.

- LASC utilizes the Curriculum Committee to monitor the development and maintenance of the college curriculum (IV.A.4-1: Curriculum Committee Meeting Minutes). The Curriculum Committee ensures that the course creation process is reflective of academic programs’ and students’ needs.
- The College’s courses are also reviewed by the Program Review Committee to ensure academic programs support student demand as well as campus plans (IV.A.4-2: Program Review Committee Meeting Minutes). Annually, all LASC academic...
programs must complete the Program Review process, stating their goals and noting their progress in reaching said goals (IV.A.4-3: LASC Program Review Process).

- Academic Departments also have a key role in the development of curriculum. Each department monitors the fill-rate of courses and revises offerings each semester based on findings (IV.A.4-4: Academic Department Meeting Minutes).
- The Student Learning Outcomes Coordinator oversees the process of analyzing how well the college meets its goals regarding what students are learning in the classroom.

Analysis and Evaluation

The campus administration seeks input from faculty regarding LASC courses. Programs and courses are created and maintained based on the work of the Curriculum and Program Review committees. These committees include students, classified staff, faculty, and College administrators.

The College appoints a Student Learning Outcomes (SLO) coordinator to oversee the process of setting goals for core competencies students should acquire as a result of completing LASC courses or participating in a campus program. The SLO coordinator, in conjunction with the curriculum committee, continues to collect data showing the status of LASC courses and their position in the SLO assessment cycle (IV.A.4-5: LASC SLO Assessment Cycle).

Conclusion

The College meets the Standard. LASC has a well-structured procedure for the development of curriculum.

Evidence

IV.A.4-1: Curriculum Committee Meeting Minutes
IV.A.4-2: Program Review Committee Meeting Minutes
IV.A.4-3: LASC Program Review Process
IV.A.4-4: Academic Department Meeting Minutes
IV.A.4-5: LASC SLO Assessment Cycle

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Ensures Appropriate Consideration of Relevant Perspectives
The College utilizes its shared-governance structure to solicit various expertise and perspectives and to communicate policies and action plans among administrators, faculty, staff, and students.

- There is efficient and effective alignment among institutional policies, educational purposes, and student-learning goals.
- The institution does a stellar job of assuring the appropriateness of its educational objectives, degree offerings, and learning goals to the College’s mission; the ongoing challenge for the College is the alignment of the internal needs of the College (adequate fiscal and operational funding, staffing, new programs, and program needs) with the external decision-making of the Board of Trustees (Board).
- Specifically, the College and the Board have in place a clearly articulated shared governance structure that recognizes college leadership and constituency input and decision-making.

**Analysis and Evaluation**

Neither internal nor external governance bodies make decisions unilaterally. Campus leadership is consulted before internal administrative and external Board decisions are made that impact faculty, staff, and students. Recommendations from governance and contractually mandated committees are solicited before decisions are made. Administration is responsible for communicating Board decisions to the campus community.

There are many objectives and goals that the college is meeting. There is efficient and effective alignment among institutional policies, educational purposes, and student-learning goals. Faculty are teaching and students are learning, although the college is still in the process of articulating a system for the collection, feedback, and placement of evidence of student learning objectives and class, discipline, program, department, division, and college assessment data of these outcomes. While the institution does a stellar job of assuring the appropriateness of its educational objectives, degree offerings, and learning goals to the College’s mission, the ongoing challenge for the College is the alignment of the internal needs of the College (adequate fiscal and operational funding, staffing, new programs, and program needs) with the external decision-making of the Board.

**Conclusion**

The College meets the Standard. The campus’ internal leadership and governance structures, policies, and processes allow all perspectives and expert knowledge to be considered in the decision-making process.

**Evidence**

*IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*
Evidence of Meeting the Standard

Decision-Making Processes and Resulting Decisions Documented and Widely Communicated

The college documents and communicates the decision-making processes through the recording and public posting of meeting minutes (for example, Academic Senate, College Council, Budget Committee, Program Review, etc.).

- All LASC committee meeting agendas and minutes are posted in Sharepoint on the college website (IV.A.6-1: Sharepoint College Committee Webpage).
- All LASC committee meetings are open to all faculty, staff, and students.
- The campus hosts public forums to discuss important issues and announcements affecting the College (IV.A.6-2: Campus Forum Announcements).
- The public information officer (PIO) utilizes email blasts to inform the campus community of important events where College decision-making will be discussed (IV.A.6-3: PIO Email Blasts).

Analysis and Evaluation

The College has worked to improve communications about its decision-making process. The College recognizes the importance of considering the perspectives of the various campus constituencies in this process and has provided opportunities for participation. As stated previously, both faculty and classified union contracts highlight the importance of participating in shared governance. In developing this communication structure, LASC has developed the mechanisms to publicize the shared governance process. Any member of the campus community can access the agenda and meeting minutes for all campus committees on the campus website. Additionally, all campus committees are open to all student, staff, faculty, and administrative membership.

Conclusion

The College meets the Standard.

Evidence

IV.A.6-1: Sharepoint College Committee Webpage
IV.A.6-2: Campus Forum Announcements
IV.A.6-3: PIO Email Blasts

IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
Evidence of Meeting the Standard

Leadership Roles, Governance, and Decision-Making Regularly Evaluated and Communicated

- An ad hoc committee established by the Academic Senate evaluated committee roles and effectiveness in governance in 2013 (IV.A.7-1: Academic Senate Ad Hoc Effectiveness Committee Meeting Minutes). The College did this in an effort to reduce the number of committees to ensure more effective participation. The consolidated committees were then evaluated during academic year 2013-2014 to evaluate the effectiveness of the consolidation process (IV.A.7-2: 2014 Evaluation of Committee Effectiveness).
- The Participatory Decision Making and Integrated Planning handbook (Planning Handbook) outlines the processes by which the various constituencies on campus have a role in the decision making and planning processes at LASC (IV.A.7-3: Participatory Decision-Making and Integrated Planning Handbook). The Institutional Effectiveness division at LASC evaluates the effectiveness of these processes. The results of these evaluations are posted on the college web site (IV.A.7-4: Institutional Effectiveness Website).
- LASC prepares a planning handbook in which the roles of the participatory governance process is presented, and the roles of the various constituencies and committees are described. There are three primary pathways for decision-making at LASC. These are:
  - Administrative Structure and Processes, which are used to manage the operations of the college
  - Constituent groups, which allow all impacted parties on campus to make their interests known
  - The various constituencies use the committee system to review and recommend policies, regulations and processes of LASC and LACCD that affect the college as a whole

Analysis and Evaluation

The College is satisfactory with respect to governance on academic issues and needs improvement with respect to budget issues and support services. The College has improved issues with respect to support services such as the bookstore and Information Technology, and there is good communication with the campus community on what is being done to address the issues.

An ad hoc committee established by the Academic Senate evaluated committee roles and effectiveness in governance in 2013. The College did this in an effort to reduce the number of committees to ensure more effective participation by LASC employees. The consolidated
committees were then evaluated during academic year 2013-2014 to evaluate the effectiveness of the consolidation process. As a result of this evaluation, the decision to combine the Technology Committee and Facility Planning committee was reversed because the consolidation was not effective. The other consolidation was combining the Professional Growth and Professional Development committees. This consolidation has proven effective.

There have been issues regarding what is being done to address the concerns about breakdowns in communication of assessment of the campus decision-making process. The College has worked to improve communication and create transparency about the decision-making process. Budgets have been shared publicly, allowing the campus community access to data used to justify administrative decisions.

LASC has a clearly defined participatory governance system, in which all constituencies have input into District and College governance. In addition, the Academic Senate has primary responsibility for making recommendations in the areas of curriculum and academic standards.

**Conclusion**

The College partially meets the Standard.

**Evidence**

IV.A.7-1: Academic Senate Ad Hoc Effectiveness Committee Meeting Minutes
IV.A.7-2: 2014 Evaluation of Committee Effectiveness
IV.A.7-3: Participatory Decision-Making and Integrated Planning Handbook
IV.A.7-4: Institutional Effectiveness Website
IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president meets regularly with faculty, staff, administrators, students, community members, and district personnel in order to ensure that the college meets its institutional goals and objectives as outlined in the LASC Strategic Plan and three master plans (Educational Master Plan, Technology Master Plan, and Facilities Master Plan).

Evidence of Meeting the Standard

President Meets Regularly with Faculty, Staff, Administrators, Students, Community Members, and District Personnel

The president meets regularly with faculty, staff, administrators, students, community members, and district personnel in order to ensure that the college meets its institutional goals and objectives as outlined in the LASC Strategic Plan and three master plans (Educational Master Plan, Technology Master Plan, and Facilities Master Plan).

- Dr. Linda Rose began her presidency at Los Angeles Southwest College in August 2014. The president meets regularly with campus leaders to provide leadership across all areas of the College. Regular meetings include weekly meeting with the President's Cabinet (comprised of the vice president of academic affairs, vice president of administrative services, and vice president of student services), monthly meetings with the Academic Senate president/Executive Team, monthly meetings with union representatives, and monthly meetings with the Los Angeles Southwest College Foundation. In addition, the president holds student forums four times per year (twice in the fall and twice in the spring) (IV.B.1-1: Campus Forum Information).
- The president works closely with the campus public information officer to ensure pertinent information is posted on the campus website and presented to local media outlets.
- The president collaborates with the dean of institutional effectiveness to review data regarding institutional performance. The president uses the data to influence campus decision-making.
- The president communicates the importance of a culture of evidence by requiring that all proposals for funding or campus support are accompanied by supporting evidence that proposed activities will positively impact student learning (IV.B.1-2: Presidents Email Requiring Evidence with Funding Requests).
• The research office and specifically the dean of institutional effectiveness report directly to the president. The research office is located in the same suite as the president’s office, allowing direct access when needed (IV.B.1-3: Campus Organization Chart).
• The president has linked resource allocation and institutional planning to institutional research through the Program Review process. All programs, including non-instructional programs, must submit an annual program review analysis to qualify for budget allocations.

Analysis and Evaluation

The president has ensured that all Los Angeles Southwest College plans and goals are rooted in student success. At every meeting, core questions are: What is the evidence, and how does it benefit students? Student-centered decisions have been focused on student learning, student success, and student access. In order to achieve these goals, the president has emphasized planning, budgeting and assessment.

Conclusion

Evidence

IV.B.1-1: Campus Forum Information
IV.B.1-2: Presidents Email Requiring Evidence with Funding Requests
IV.B.1-3: Campus Organization Chart

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

CEO Oversees Administrative Structure and Delegates Authority

The president seeks to build an executive team that is competent and effective while supporting the goals of the College.

• The president regularly assesses the administrative structure, most recently in 2015 (IV.B.2-1: Presidents Assessment of Administrative Structure). Currently, the administration is comprised of a president, a vice president of academic affairs, a vice president of administrative services, a vice president of student services, three academic deans, one dean of students, one dean of institutional effectiveness, a dean of resource development, and a dean of TRIO (funded through grant funds). Each of
the administrative job descriptions is reviewed periodically and changes in duties may be made in response to the changing needs of the institution (IV.B.2-2: LASC Administrative Job Descriptions). Administrators have authority to perform the duties their assignments require, including weekly senior staff meetings with the president and vice presidents and monthly administrators meetings.

**Analysis and Evaluation**

The president assesses staffing levels for current and future needs. One of the most significant changes to the organizational structure occurred in response to the College’s need to have a balanced budget. In 2010-2011, the president, in line with the duties outlined in the accreditation standards, reorganized the administrative structure. As a result, the college modified its structure from a three vice president model to a two vice president model. In 2013, the president assessed the executive vice president model and it was determined that the model was not adequate to coordinate the functions of both academic affairs and student support services.

**Conclusion**

**Evidence**

IV.B.2-1: Presidents Assessment of Administrative Structure
IV.B.2-2: LASC Administrative Job Descriptions

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**Evidence of Meeting the Standard**

**CEO Guides Institutional Improvement**

The college president, with input from the college stakeholders, guides institutional improvement of the teaching and learning environment by soliciting, obtaining, and
reviewing college-wide committee recommendations for decision making in all areas inclusive of curriculum, facilities, planning, budget, and technology.

- These leadership responsibilities include the president’s support of processes, such as program review, program viability, divisional planning, and reviewing and assessing the health of the College’s instructional and student services.
- The president has scheduled monthly meetings with both the Academic Senate president and the Academic Senate Executive Board to discuss academic issues (IV.B.3-1: President’s Meeting with Academic Senate Executive Board Meeting Minutes).
- The president receives recommendations from the College Council, the primary participatory governance body, to act upon and provide explanations for decisions.
- The president uses internal and external research and analysis as primary tools in the decision-making process (IV.B.3-2: Campus Research Reports).
- The president emphasizes student-centered, data-driven decision making in institutional planning. In order to ensure that decisions are centered on student access, learning, and success, the president asks two core questions to guide institutional improvement: (1) “How does a particular recommendation benefit students?” and (2) “What data supports the recommendation?”
- The dean of institutional effectiveness is the co-chair of the Strategic Planning Committee and a standing resource available to all college committees (IV.B.3-3: Strategic Planning Committee Roster). The Office of Institutional Effectiveness provides data to the president and college committees on a regular basis for program planning and improvement. Data include student performance indicators, efficiency, campus and student surveys, and labor market information.

Analysis and Evaluation

The College has taken several steps to ensure that its practices reflect the goals identified in planning models. Recently, the College has taken on the task of updating the strategic plan, the education master plan, and the technology plan (IV.B.3-4: Strategic Plan, Education Master Plan, and Technology Plan). There is a committee for each plan, consisting of members representing all campus constituencies. Each of these plans is being revised with the intent of improving outcomes for LASC students.

The College sets goals for student success and makes that the primary focus of planning. Resources are clearly identified, as is the process of accessing resources. The College president works in conjunction with campus committees to identify programs on campus in need of support. The College also utilizes budget data to allocate resources for students. The president receives recommendations from the budget committee to assist in the distribution of funds on campus (IV.B.3-5: LASC Budget Committee Meeting Minutes).

Conclusion
Evidence

IV.B.3-1: President’s Meeting with Academic Senate Executive Board Meeting Minutes
IV.B.3-2: Campus Research Reports
IV.B.3-3: Strategic Planning Committee Roster
IV.B.3-4: Strategic Plan, Education Master Plan, and Technology Plan
IV.B.3-5: LASC Budget Committee Meeting Minutes

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

CEO Has Primary Leadership Role for Accreditation and Faculty, Staff, and Administrative Leaders Share Responsibility

The president has effectively balanced the role of primary leader with delegating tasks to the appropriate faculty, staff, and administrative leaders in an effort to ensure compliance with accreditation requirements.

- In fall 2014, the College president began planning for the comprehensive visit scheduled for spring 2016. Under the direction of the president, the vice president of Academic Affairs, who serves as the College Accreditation Liaison Officer (ALO), convened an Accreditation Steering Committee, comprised of the ALO, the president, dean of institutional effectiveness, a faculty co-chair, the chairs of each Standard, and faculty editor (IV.B.4-1: Accreditation Committee Roster). Subsequently, the committee invited faculty, staff, students, and administrators to serve on one of the four Accreditation Standard committees. One faculty and one administrator chair each Standard committee.

- The College president organized campus-wide meetings to educate faculty, staff, administrators, and students about accreditation. At the writing of this report, campus-wide accreditation meetings and workshops had been held during fall 2014 through the completion of the 2016 Self Evaluation Report (IV.B.4-2: Accreditation Workshop Announcements and Agendas). The president hosted an off-campus accreditation retreat, during which the College’s progress in the accreditation process was explained in detail (IV.B.4-3: Accreditation Retreat Announcement and Agenda).
Analysis and Evaluation

The College president has the primary leadership role in the accreditation process at LASC. The president organizes accreditation workshops, trainings, and writing sessions (IV.B.4-4: Accreditation Writing Workshop Announcement). The president provides current communications and forms from the ACCJC (IV.B.4-5: ACCJC Manuals). The president is also available to share knowledge and information from her vast accreditation experience.

Conclusion

Evidence

IV.B.4-1: Accreditation Committee Roster
IV.B.4-2: Accreditation Workshop Announcements and Agendas
IV.B.4-3: Accreditation Retreat Announcement and Agenda
IV.B.4-4: Accreditation Writing Workshop Announcement
IV.B.4-5: ACCJC Manuals

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

CEO Assures Implementation and Guides Institutional Practices

The president assures compliance with all board policies while guiding institutional practices that are in support of the College mission and in adherence with the College budget.

- In an effort to ensure that new program and funding opportunities are well thought-out and planned, the president has established a process that requires the president’s approval at the onset (IV.B.5-1: President’s Email Regarding Funding Requests).
- The president works closely with District Fiscal Operations to review revenue and expenditures and authors plans to reduce deficits.
- Compliance with external agencies has improved through the administrative reorganization as measured by program visits and reporting (IV.B.5-2: Department of Education Visit Reports).

Analysis and Evaluation

Reporting to the chancellor, the president is responsible for implementing statutes, regulations, and governing board policies. One of the president’s tasks is to review compliance reports submitted to the funding agencies (IV.B.5-3: LASC Categorically Funded Programs Compliance Reports). One of the intents of this process is to ensure that new
programs or activities are aligned with the College’s mission and strategic objectives. Additionally, this process informs senior administrators of programs and funding opportunities directly related to their areas of responsibility.

In preparation for presidential reports, the president reviews all budget reports from the vice president of administrative services and the district office to monitor program balances (IV.B.5-4: LASC Campus Department Budgets). In light of this review, the president requires all Specially Funded Programs and categorical programs to appropriately offset costs that would otherwise be absorbed by the College general budget. In addition, the president also monitors expenditures, and reviews high cost areas. The Executive Committee of the District Budget Committee is in the process of reviewing the district allocation process. Small colleges of the district struggle to meet their costs with current revenue allocation. This has been a concern for a number of years and is being addressed definitively.

The College works closely with funding agencies to ensure that actions are in compliance with their regulations. The college works closely with the District CFO and the District accounting director to monitor revenue and expenditures monthly and quarterly. The College uses the District’s compliance unit to investigate allegations of discrimination, sexual impropriety, and other inappropriate behaviors. The College provides trained facilitators for hiring processes. The District has implemented a whistleblower program through the Internal Audit Division of the District to review whistleblower complaints and actions. The president works closely with the Internal Audit Division to perform periodic reports on areas of high concern.

**Conclusion**

**Evidence**

IV.B.5-1: President’s Email Regarding Funding Requests  
IV.B.5-2: Department of Education Visit Reports  
IV.B.5-3: LASC Categorically Funded Programs Compliance Reports  
IV.B.5-4: LASC Campus Department Budgets

**IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

**Evidence of Meeting the Standard**

**CEO Works and Communicated with Communities Served by LASC**

The president works tirelessly to increase the awareness of the value of Los Angeles Southwest College to the South Los Angeles community.
• The college president attends regular community meetings, including homeowner associations, civic groups, workforce investment boards, economic development boards, and other external groups to promote a positive image for the College.
• The president has directed the administrative staff to create and strengthen community partnerships to provide outreach and collaborative opportunities for the institution.
• The president attends all College foundation meetings and activities and serves as the liaison between the College and the foundation.
• In addition, the president holds periodic College forums and two student forums per semester to discuss critical issues and obtain feedback from campus and community stakeholders (IV.B.6-1: College Forum Announcements).

**Analysis and Evaluation**

The president’s efforts to increase the name recognition and awareness of Los Angeles Southwest College have been effective. The campus has been featured in radio advertisements as well as a campaign of the local bus system (IV.B.6-2: LASC Bus advertisement). These increases in publicity have been cited as factors in the campus exceeding its growth targets for the 2014-15 academic year.

The president has also improved campus communication, which in turn increases community knowledge of campus issues. The outcomes of campus meetings are shared with the campus and community via email and the College website. This allows anyone access to meeting agendas and minutes for all campus committees.

**Conclusion**

**Evidence**

IV.B.6-1: College Forum Announcements
IV.B.6-2: LASC Bus advertisement
IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Los Angeles Community College District’s Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000 (IV.C.1-1: BR 2100, 1/16/13). The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for- and non-credit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction.

a. Board membership, elections, mandatory orientation and annual retreat are defined in Board Rules 2101-2105. (IV.C.1-2: BR 2101-2105, 1/16/13). The Board adheres to a Statement of Ethical Values and Code of Ethical Conduct that includes sanctions for Trustees who violate District rules and regulations (including said Statement and Code of Conduct) and state or federal law (see Standard IV.C.11).

b. The Board sets policies and monitors the colleges’ programs, services, plans for growth and development, and ensuring the institution’s mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations BR 2300-2303, January 16, 2013; IV.C.1-7: http://laccd.edu/Chancellor/Pages/Chancellor-Directives.aspx; IV.C.1-8: http://laccd.edu/About/Pages/Admin-Regs.aspx)

c. The Board establishes rules and regulations related to academic standards and oversight, fiscal integrity and stability, student equity and conduct, and accountability and accreditation. (IV.C.1-9: BR 2305-2315, January 30, 2013). [Add Revisions to 6300].

d. The Board meets twice monthly during the academic year, with one meeting at the Educational Services Center (ESC) and one at each of the colleges. (IV.C.1-10: BR 2400-2400.13, 1/16/13). Holding meetings at the colleges as well as the District office allows the Board to receive a wider range of input from community and constituent groups, and broadens Board member’s perspective on issues affecting individual colleges. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes. (IV.C.1-11: BR 2402-2404, 1/16/13)

e. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of college programs and services, as well as the institutions’ financial stability. (See IV.C.1-12: BR 2604-2607.15, 8/21/13)
f. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. (IV.C.1-13: BoT agenda & minutes for 11/2/11; IV.C.1-14: BoT agenda & minutes for 11/7/12; IV.C.1-15: BoT agenda & minutes for 11/6/13; IV.C.1-16: BoT agenda & minutes for 5/14/14; IV.C.1-17: BoT agenda & minutes for 4/15/15). Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings.

g. The Board is well informed prior to making decisions. Before each meeting, members receive a Board Letter detailing all pending actions, including follow-up on previous requests and information related to personnel, litigation, and other confidential matters. (IV.C.1-18: Board letter, BoT agenda & minutes for 12/5/12; IV.C.1-19: Board letter, BoT agenda & minutes for 11/20/13; IV.C.1-20: Board letter, BoT agenda & minutes for 8/6/14; IV.C.1-21: Board letter, BoT agenda & minutes for 5/13/15)

h. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement. (IV.C.1-22 BoT agenda & minutes for 2/9/11; IV.C.1-23 BoT agenda & minutes for 3/7/12; IV.C.1-24 BoT agenda & minutes for 4/3/13; IV.C.1-25 BoT agenda & minutes for 4/23/14; IV.C.1-26 BoT agenda & minutes for 1/14/15)

Analysis and Evaluation

The LACCD Board of Trustees has authority and responsibility for all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in board meeting calendars, meeting agendas, board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed for compliance and effectiveness and, where needed, updated. The Board routinely reviews student learning outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies.

Conclusion

The District meets this Standard
Evidence

IV.C.1-1: BR 2100, adopted 12/2/69 and amended 1/16/13
IV.C.1-2: BR 2101-2105, adopted 12/2/69 and amended 1/16/13
IV.C.1-3: BoT profile
IV.C.1-4: BR 2300, adopted 12/2/69 and amended 1/30/13
IV.C.1-5: BR 1200-1201, 2/6/13
IV.C.1-6: BR 2300-2303, adopted 12/2/69 and amended January 16, 2013
IV.C.1-7: http://laccd.edu/Chancellor/Pages/Chancellor-Directives.aspx
IV.C.1-8: http://laccd.edu/About/Pages/Admin-Regs.aspx)
IV.C.1-9: BR 2305-2315, adopted 12/2/69 and amended 1/30/13
IV.C.1-10: BR 2400-2400.13, adopted 12/2/69 and last amended 3/23/11
IV.C.1-11: BR 2402-2404, adopted 12/2/69 and last amended 1/16/13
IV.C.1-12: BR 2604-2607.15, adopted 9/8/70 and last amended 8/21/13
IV.C.1-13: Board letter, 6/24/15
IV.C.1-14: Board letter, BoT agenda & minutes for 12/5/12
IV.C.1-15: Board letter, BoT agenda & minutes for 11/20/13
IV.C.1-16: Board letter, BoT agenda & minutes for 8/6/14
IV.C.1-17: Board letter, BoT agenda & minutes for 5/13/15
IV.C.1-18: BoT agenda & minutes for 11/2/11
IV.C.1-19: BoT agenda & minutes for 11/7/12
IV.C.1-20: BoT agenda & minutes for 11/6/13
IV.C.1-21: BoT agenda & minutes for 5/14/14
IV.C.1-22: BoT agenda & minutes for 4/15/15
IV.C.1-23: BoT agenda & minutes for 2/9/15
IV.C.1-24: BoT agenda & minutes for 3/7/12
IV.C.1-25: BoT agenda & minutes for 4/3/13
IV.C.1-26: BoT agenda & minutes for 4/23/14
IV.C.1-27: BoT agenda & minutes for 1/14/15

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and all members have voted, they move forward in a united fashion.

a. The Board’s commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees “recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions
taken by the Board at official meetings.” (IV.C.2-1: Board Rule 2300.10, adopted 10/19/05, amended 1/30/13)

b. Trustees commit to “..treat others with respect, even in disagreement, and to do my best to earn the respect of others. Being respectful requires civility and courtesy, as well as tolerance for legitimate differences and a willingness to acknowledge that reasonable people can respectfully hold divergent views.” (IV.C.2-2: Board Rule 2300.10, adopted 10/19/05, amended 1/30/13)

c. Consent items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. (IV.C.2-3: BoT Minutes 2/20/13) [BoT Minutes 7/9/14; add additional evidence per file]

d. In compliance with the Ralph M. Brown Act (CA Government Code 54950-54963), Board members do not conduct or discuss business outside of properly noticed Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations. (IV.C.2-4: CA Code 54950-54963)

**Analysis and Evaluation**

Board policies and procedures provide a framework for collective action, which effectively guides Board discussion and voting. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.2-1: Board Rule 2300.10: Statement of Ethical Values and Code of Ethical Conduct, January 30, 2013 (#1)
IV.C.2-3: BoT Minutes 2/20/13 [Additional evidence]
IV.C.2-4: CA Code 54950-54963

**IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

**Evidence of Meeting the Standard**
Analysis and Evaluation

Conclusion

Evidence

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. (IV.C.4-1: BR 2300, 1/30/13) It is focused on ensuring the institution’s mission is met and their efforts are guided by its core values. (IV.C.1-5: BR 1200-1201, 2/6/13). Board policy assets that the Board, acting through the Chancellor, or designee, participates in local, state and national legislation to “…protect and to promote the interests of the Los Angeles Community College District”. The Board carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight. (IV.C.4-2: BR2605.11_8_21_2013)

a. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014). (IV.C.4-3: http://laccd.edu/Board/Pages/Ad-Hoc-Committees.aspx)

b. Members of the public have the opportunity to express their perspective during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. (IV.C.4-4: BoT Agenda, 6/29/15)

c. The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated. (IV.C.4-5: BR3002_3003.10_1_16_2013)

d. The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets their policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc.,
and federal lobbyist firm, Holland and Knight. (IV.C.4-6 Board Legislative Priorities for 2015, 11/19/14; IV.C.4-7 BoT agenda, 12/10/14) The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students. (IV.C.4-8 BoT agenda, 6/10/15)

**Analysis and Evaluation**

Board members work together collaboratively to support the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board’s consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their perceived interests, which may or may not coincide with the District’s. Regardless, through the years, the Board of Trustees has remained diligent in supporting the interests of the colleges in the face of external pressure.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.4-1: BR2300BoTIndBody_1_30_2013
IV.C.4-2: BR2605.11_8_21_2013
IV.C.4-3: http://laccd.edu/Board/Pages/Ad-Hoc-Committees.aspx
IV.C.4-4: BoT Agenda, 6/29/15
IV.C.4-5: BR3002_3003.10_1_16_2013
IV.C.4-6: Board Legislative Priorities for 2015, 11/19/14
IV.C.4-7: BoT agenda, 12/10/14
IV.C.4-8: BoT agenda, 6/10/15

**IV.C.5. The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

**Evidence of Meeting the Standard**

The Board sets and updates policies consistent with the District’s mission and monitors implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate
provides the Board with professional expertise in the area of academic quality and also serves as a check-and-balance system pertaining to the quality of courses and programs.

**Educational Quality**

a. Chapter VI of the LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. (IV.C.5-1: BR Ch. IV, Instruction). Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations (“E-Regs”). (IV.C.5-2: http://laccd.edu/About/Pages/Admin-Regs.aspx)

b. The Board’s Institutional Effectiveness and Student Success (IESS) Committee is charged with overseeing and monitoring college efforts related to student success, accreditation, planning, and curriculum, including issues involving academic policies and program changes. (IV.C.5-3: BR 2605.11)

c. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. Additionally, this Board committee reviews each college’s Student Equity Plan, which sets goals and reports on outcomes related to success for all students. (IV.C.5-4: BR 2314, approved 1/30/13; IV.C.5-5: IESS agenda and minutes from July 2014-June 2015)

**Financial Integrity and Stability**

f) The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c., (IV.C.5-6: BR 2605.11) the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing.

g) The BFC monitors the financial stability of each college and reviews annual District financial reports. (IV.C.5-7: agendas w/quarterly financial reports and budget during Sept 2014-July 2015) The Committee receives monthly reports on enrollment comparisons between colleges; preliminary and final census reports, by college and year; and FTES projections. (IV.C.5-8: BFC Agendas from July 2014-June 2015)

h) Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the CFO and the District Budget Committee, and requires a super-majority vote by the full Board. (IV.C.5-9: Reserve policy)
i) The Board approved Fiscal Accountability Measures in October 2013. These policies hold each college, and college president, responsible for maintaining fiscally stability. (IV.C.5-10: BoT agenda BF2, 10/9/13)

Ensuring Resources

j) The Board played a central role in promoting construction bond initiatives passed in 2001, 2003 and 2008, resulting in over $5.7 billion in capital construction funds. The District also accessed over $300 million in State matching funds, bringing a total of over $6 billion increased income during a seven-year period. (IV.C.5-11: Bond Office] Bond projects have benefitted instructional programs, expanded career/technical education program facilities, and helped improve teaching and learning environments and student educational and workforce outcomes.

k) The Board’s Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues raised. (IV.C.5-12: ACCJC Letter, February 7, 2014).

l) The Board’s Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. (IV.C.5-13: LPA minutes) The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for specific programs.

Legal Matters

m) The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses. (IV.C.5-14: BoT closed session agenda on legal issues) The District’s Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations. (IV.C.5-15: Board Rule 4001: Legal Counsel, November 14, 2001)

Analysis and Evaluation

The ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability lies with the Board of Trustees. The Board demonstrably holds colleges publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. (IV.C.5-16: Recent IE Committee minutes).
Conclusion

The District meets this Standard.

Evidence

IV.C.5-1: Board Rule 2605.11: Standing Committees, August 21, 2013 (#5)
IV.C.5-2: Special Report Budget and Finance Committee, February 11, 2015 (#1)
IV.C.5-3: ACCJC Letter, February 7, 2014
IV.C.5-4: Board Rule 2314: Student Equity Plans, January 30, 2013 (#6)
IV.C.5-5: LACCD Technology Strategic Plan Vision 2020, March 9, 2011
IV.C.5-6: Board Rule 17002: Composition of the District Citizens’ Oversight Committee and
Board Rule 17004: College Citizens’ Committee, September 11, 2013 (#4)
IV.C.5-7: District Budget Committee Charter
IV.C.5-8: Adopted District Financial Accountability Measures, October 22, 2013
IV.C.5-9: Board Rule 4001: Legal Counsel, November 14, 2001

IV.C.6. The institution or the governing board publishes the board bylaws and policies
specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter Six of LACCD Board Rules delineates all structural and operational matters
pertaining to the Board of Trustees. Board rules are published electronically on the District
website. The Office of General Counsel also maintains, and makes available to the public,
paper (hard) copies of all Board rules and administrative regulations. Board rules are
routinely reviewed and updated.

a. The duties and responsibilities of the governing board are defined in Chapter II of the
   LACCD Board Rules which are published on the LACCD website
   http://laccd.edu/Board/Pages/Board-Rules.aspx. (IV.C.6-1: BR 2100-2607.15 and BR
   2900-2902)

   • Article I – Membership – includes membership, elections, term of office,
     procedure to fill vacancies, orientation, compensation and absence of both Board
     members and the Student Trustee.
   • Article II – Officers – delineates the office of president, vice president, president
     pro tem, and secretary of the Board.
   • Article III – Duties of the Board of Trustees - includes powers, values,
     expectation of ethical conduct and sanctions for failure to adhere thereby;
     governance, self-evaluation, disposition of District budget, calendar, monuments
     and donations; acceptance of funds; equity plans, and conferral of degrees.
- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.
- **Article VII – Use of Flags** – provisions thereof.
- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.
- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

**Analysis and Evaluation**

The Board publishes bylaws and policies, which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General under the supervision of the Chancellor and the Board.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.6-1: BR 2100-2607.15 and BR 2900-2902
IV.C.6-2: BR 21000-21010

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

**Evidence of Meeting the Standard**

The Board of Trustees is aware of, and compliant with, its policies and bylaws. Board goals are reviewed and updated annually during the Board’s yearly retreat. In addition, Board rules and procedures are regularly reviewed and updated under the guidance of the Chancellor, the Office of General Counselor, and the Chancellors executive staff.
a. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. (IV.C.7-1: BoT agenda 6/18/15; IV.C.7-2: BoT agenda 6/13/15)

b. The process for adoption, or revision, of Board rules and the administrative regulations, which support them is outlined in Chancellor’s Directive 70. (IV.C.7-3: Chancellor’s Directive 70) Board rules are adopted, amended or repealed by the Board of Trustees in accordance with Board Rule 2418. (IV.C.7-4: BR 2418) Administrative Regulations are issued under the authority of the Chancellor. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards.

c. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. (IV.C.7-5: Administrative Regulation C-12) Rules and regulations are assigned, by subject area, to a member of the Chancellor’s executive team who assumes responsibility for their triennial review. (IV.C.7-6: Board Rule Review Schedule 2015; IV.C.7-7: Admin Regs Review Schedule 2015) Regulations are coded by a letter prefix, which corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Regs”) and Student Regulations (“S-Regs”) are under the purview of the Educational Programs and Institutional Effectiveness division.

d. Periodic review is facilitated by the Office of General Counsel (OGC), which also maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website. (IV.C.7-8: Admin Reg Rev Form Template; IV.C.7-9: E-97 review and comment)

e. During the 2014-15 academic year, twenty-eight Educational Services regulations were reviewed and updated. (IV.C.7-10: Admin Regs Review Schedule 2015; IV.C.7-11: E-110 Confirmed Review, 4/22/15)

f. Board Rule revisions are internally consulted prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website. (IV.C.7-12: BR6700 Consultation memo)

Analysis and Evaluation

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both
LACCD administrative staff and the Office of General Counsel, and are fully vetted through the consultation process.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.7-1: BoT agenda 6/18/15  
IV.C.7-2: BoT agenda 6/13/15  
IV.C.7-3: Chancellor’s Directive 70  
IV.C.7-4: BR 2418  
IV.C.7-5: Administrative Regulation C-12  
IV.C.7-6: Board Rule Review Schedule 2015  
IV.C.7-7: Administrative Regs Review Schedule 2015  
IV.C.7-8: Admin Reg Rev Form Template  
IV.C.7-9: E-97 review and comment  
IV.C.7-10: Admin Regs Review Schedule 2015  
IV.C.7-11: E-110 Confirmed Review, 4/22/15  
IV.C.7-12: BR6700 Consultation memo

*IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

**Evidence of Meeting the Standard**

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS). The Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon”. (IV.C.8-1: BR 2605.11). Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval.

IV.C.8-7: BoT agenda 5/13/15) The Board participates in an annual review and analysis of the State’s Student Success Scorecard. (IV.C.8-8: BoT minutes, 8/2014; IV.C.8-9: BoT agenda 6/24/15) It also reviews and approves the colleges’ Educational and Strategic Master Plans every five years, or sooner if requested by the college. (IV.C.8-10: BoT 1/26/14; IV.C.8-11: BoT/IESS agenda 2/26/14; IV.C.8-12: IESS 9/17/14; IV.C.8-13: BoT meeting 12/17/14; IV.C.8-14: BoT agenda, 3/11/15)

b. The Board annually reviews student awards and transfers to four-year colleges and universities. (IV.C.8-15: IESS 1/29/14; IV.C.8-16: IESS agenda and minutes 3/26/14; IV.C.8-17: BoT certificate report and degree reports, 3/26/14; IV.C.8-18: Certificates Attached to Degrees, Summary by College, April 29, 2014; IV.C.8-19: BoT agenda & minutes, 3/26/15)


d. In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. (IV.C.8-24: BoT agenda, 6/10/15; IV.C.8-25: IEPI PPT, 6/10/15)

e. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. (IV.C.8-26: BoT minutes 3/28/13; IV.C.8-27: IESS 9/25/13; IV.C.8-28: BOT agenda, 3/11/2015)

f. In Fall 2015, the Board revised Board Rule 6300 to expressly affirm the District’s commitment to integrated planning in support of institutional effectiveness and support. (IV.C.8-29: BoT agenda - TBD)

Analysis and Evaluation

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and academic quality.

The Board’s level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes.

Conclusion

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The District meets this Standard.

Evidence

IV.C.8-1: BR 2605.11
IV.C.8-2: BoT agenda 11/19/14
IV.C.8-3: IESS Min 11/20/13
IV.C.8-4: IESS Min 12/4/13
IV.C.8-5: BoT agenda 3/11/15
IV.C.8-6 – 29
Board Rule 2604.12 (#1 4C7)
Certificates Attached to Degrees, Summary by College, April 29, 2014 (#10)
IESS committee minutes, November 20, 2013 (#17)
IESS committee minutes, December 4, 2013 (#16)
IESS committee minutes, March 26, 2014 (#11)
Certificate Report, March 3, 26, 2014 (#12 or #13)
IESS committee minutes, September 25, 2014 (#18)
IESS committee minutes, January 29, 2014 (#14)

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the President of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

a. The Board has had a formal orientation policy since 2007. (IV.C.9-1: Board Rule 2105)
   There are also long-standing procedures for the orientation of the Student Trustees.
   (IV.C.9-2: Orientation procedures for new Student Trustee) All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015. (IV.C.9-3: BoT agendas, 6/4/15 and 6/18/15)

b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. (IV.C.9-4: BoT detailed orientation agenda and packet, 6/4/15; and IV.C.9-5: BoT detailed orientation agenda and packet 6/18/15) Presentations
on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation. (IV.C.9-6: Brown Act PPT)


d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. (IV.C.9-19: Board Rule 2300.10 Code of Ethical Conduct). Board rules were further revised to facilitate member training, conference attendance, and educational development. (IV.C.9-20: BR 2105 revision, January 16, 2013)

e. All Trustees complete the online ACCJC Accreditation Basics training. (IV.C.9-21: ACCJC training certificates from 2013-2014) New Trustees conclude the training within three months after taking office.

f. Trustee elections are held on a staggered basis, with members serving four-year terms. (IV.C.9-22: BR 2102) An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Chapter II Article X. (IV.C.9-23: BR 21000)

Analysis and Evaluation

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. While there is no formal guarantee of continuity of leadership, the staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

Conclusion

The District meets this Standard.
### Evidence

IV.C.9-1: Board Rule 2105: Orientation (#10)
IV.C.9-2: Orientation procedures for new student trustees
IV.C.9-3: BoT agendas, 6/4/15 and 6/18/15
IV.C.9-4: BoT detailed orientation agenda and packet, 6/4/15
IV.C.9-5: BoT detailed orientation agenda and packet, 6/18/15
IV.C.9-6: Brown Act PPT
IV.C.9-7: Agenda, minutes & handouts from 1/20/10
IV.C.9-8: Agenda, minutes & handouts from 12/10/10-12/11/10
IV.C.9-9: Agenda, minutes & handouts from 8/25/11-8/26/11
IV.C.9-10: Agenda, minutes & handouts from 4/19/12
IV.C.9-11: Agenda, minutes & handouts from 9/24/12
IV.C.9-12: Agenda, minutes & handouts from 11/13/12
IV.C.9-13: Agenda, minutes & handouts from 3/19/13
IV.C.9-14: Agenda, minutes & handouts from 10/22/13
IV.C.9-15: Agenda, minutes & handouts from 8/23/14
IV.C.9-16: BoT Goal Report 2014, 8/28/14
IV.C.9-17: Agenda, minutes & handouts from 12/10/14
IV.C.9-18: Agenda, minutes & handouts from 6/13/15
IV.C.9-19: Board Rule 2300.10 Code of Ethical Conduct
IV.C.9-20: BR 2105 revision, January 16, 2013
IV.C.9-21: ACCJC training certificates from 2013-2014
IV.C.9-22: BR 2102
IV.C.9-23: BR 21000

### IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation.
The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

### Evidence of Meeting the Standard

This standard is under construction pending BoT evaluation results for 2014-15

### Evidence

IV.C.10-1: Board Rule 2301.10: Board Self-Evaluation, October 17, 2007 (#6)
IV.C.10-2: Board of Trustees meeting minutes, February 6, 2013
IV.C.10-3: Board of Trustees Goal Statements 2013-14, October 22, 2013 (#5 from 4C9)
IV.C.10-4: Board of Trustees special meeting minutes, March 13, 2014 (#3)
IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

**Evidence of Meeting the Standard**

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. (IV.C.11-1 BR 1400 Conflict of Interest Code). Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement.

a. Board Rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law. (IV.C.11-2 BR 2300.10 and 2300.11)

b. Trustees completed conflict of interest training in 2013 and received certificates verifying completion. (IV.C.11-3 Ethics Certificates 2013) Incoming Trustees are trained on the District’s conflict of interest policy at their orientations (see Standard IV.C.9).

c. The LACCD’s electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District’s General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center. (IV.C.11-4 completed conflict of interest forms)

**Analysis and Evaluation**

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation.
by any Trustee.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.11-1: Board Rule 14000: Conflict of Interest Code, Los Angeles Community College District (#3)

IV.C.11-2: Board Rule 2300.10: Statement of Ethical Values and Code of Ethical Conduct (#2)

IV.C.11-3: Board Rule 2300.11: Trustee Sanctions (#2)

IV.C.11-4: Public Service Ethics Education Online Proof of Participation Certification, June 2013 – October 2013 (#1)

**IV.C.12.** The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Evidence of Meeting the Standard**

The Board of Trustees delegates full authority to the Chancellor, who in turn has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

a. Board Rules authorize the Chancellor to adopt and implement administrative regulations. (IV.C.12-1 Board Rule 2902) The Board recognizes “that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.” (IV.C.12-2 Board Rule 2300.10)

b. In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced on a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]...the importance of using official channels of communication through the Chancellor or assigned designee.” (IV.C.12-3 Spring 2013 Evaluation Team Report; June 2013 ACCJC letter).
c. The District has procedures for responding to Board member requests. When inquiries are made before, during, or after a meeting, the Board’s Assistant Secretary formalizes the request in a memo to the Deputy Chancellor’s office, which in turn, enters it into their tracking system. Responses are then provided to all members via the Board Letter prior to each meeting. (IV.C.12-4 Board letter 5/27/15 and others)

d. In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable through annual evaluations (see Standard IV.C.3). (IV.C.12-5 Chancellor’s Directive 122) The Board may solicit input from various constituents, typically including College Presidents, District Senior Staff, Academic Senate presidents and Union representatives. The Chancellor’s performance evaluation also takes into account the Chancellor’s self-evaluation, as well as attainment of his or her stated goals. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3). (IV.C.12-6 BoT agenda, 6/13/15)

**Analysis and Evaluation**

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.C.12-1: Board Rule 2902  
IV.C.12-2: Board Rule 2300.10  
IV.C.12-3: Spring 2013 Evaluation Team Report; June 2013 ACCJC letter  
IV.C.12-4: Board letter 5/27/15  
IV.C.12-5: Chancellor’s Directive 122  
IV.C.12-6: BoT agenda, 6/13/15  

**IV.C.13.** The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

This standard is being held for additional evidence pending the Board’s annual meeting (currently scheduled for August 15)
Evidence

IV.C.13-1: Accreditation and Trustee Roles and Responsibilities, October 22, 2013 (#12)
IV.C.13-5: IESS committee minutes, August 21, 2013 (#13)
IV.C.13-6: IESS committee minutes and visit to Los Angeles Southwest College, December 9, 2014 (#7)
IV.C.13-7: IESS committee minutes and visit to Los Angeles Harbor College, December 11, 2014 (#3)
IV.C.13-8: IESS committee minutes and visit to West Los Angeles College, December 9, 2014 (#6)
IV.C.13-9: Board of Trustees special meeting minutes, December 10, 2014 (#5).
IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard

CEO Leadership

a. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District’s website and distributed at campus and District meetings. The Chancellor’s newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities. (IV.D.1-1 Synergy newsletters 2014-2015); (IV.D.1-2 District Accreditation newsletters, 2014-2015)

b. The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor’s Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support. (IV.D.1-3 Chancellor Cabinet agendas); (IV.D.1-4 Presidents Council agendas)

c. The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of
educational excellence and integrity with his executive staff and college presidents. (IV.D.1-5 Chancellor retreat agendas, 2014)

d. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus. (IV.D.1-6 WLAC College President Job Description, 2015)

e. The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate’s annual summits. (IV.D.1-7 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8 Agendas from DAS Summits, 2013-2015)

f. The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District’s Strategic Plan goals. IV.D.1-9 DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-10 Chancellor Budget Recs, 8/26/15)

g. In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process. (IV.D.1-11 WLAC Press Release announcing interim President, 6/25/15)

Clear Roles, Authority and Responsibility

h. The Los Angeles Community College District participated in the ACCJC’s multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and
encouraged it to further “...develop and implement methods for the evaluation of role
delineation and governance and decision-making structures and processes for the college
and the district [as well as] widely communicate the results of the evaluation and use
those results as the basis for improvement.” In response, the District renewed its
dedication to, and focuses on, these activities. (IV.D.1-12 ELAC Accreditation
Evaluation Report, March 23-26, 2009, p. 6-7)

i. In October 2008, the Board of Trustees approved the first District/college Functional
Area maps, which clarified the structure of District administrative offices and their
relationship to the colleges, aligned District administrative functions with accreditation
standards, and specified outcome measures appropriate to each function identified.
(IV.D.1-13 LACCD District/College Functional Area map, 2008)

j. In March 2010, the Board of Trustees approved an initial Governance and Functions
Handbook, which expanded upon the previous District/College Functional Area maps to
more clearly define District and college responsibilities and authority along accreditation
standards. This was the culmination of a two-year project led by the District Planning
Committee (DPC), which engaged faculty, staff, administrators and student leaders.
During this process, all administrative units in the Educational Service Center (ESC)
updated their earlier functional descriptions and outcomes. Over 50 Districtwide
committee and council descriptions also were updated to a uniform standard. Functional
Area maps were expanded to clarify policy formulation processes, roles and
responsibilities of stakeholder groups, and the handbook evaluation process was defined.
(IV.D.1-14 LACCD Governance and Functions Handbook, 2010); (IV.D.1-15 Committee
Description template); (IV.D.1-16 College governance handbook template)

k. In 2013, the 2010 Governance Handbook underwent an internal review by the
Educational Programs and Institutional Effectiveness (EPIE) division to ensure it
matched current processes, organizational charts, and personnel. As of August 2015, the
Handbook is being updated under the guidance of the District Planning and Accreditation
Committee (DPAC) and the EPIE division. (IV.D.1-17 LACCD Governance and
Functions Handbook, 2013)

l. In Fall 2014, all ESC administrative units began a new program review process. Each of
the eight administrative divisions developed unit plans and updated their unit descriptions
and functional maps. Individual unit plans, along with measurable Service Area
Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs)
performance objectives (see Standard IV.D.2). Existing Functional Area maps were also
reviewed and updated by the ESC administrative units. The content for District and
college responsibilities is currently being reviewed by the colleges, the Executive
Administrative Councils and other stakeholders (see Standard IV.D.2). (IV.D.1-18 ESC
2014 Program Reviews); (IV.D.1-19 Draft Functional Area maps 2015)
m. With the endorsement of the Chancellor and support from the District’s Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC’s leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the Fall 2015 semester. (IV.D.1-20 LACCD Governance and Functions Handbook, 2015)

n. In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases. (IV.D.1-21 SIS maps)

**Analysis and Evaluation**

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC’s revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges’ roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District’s Governance and Functions Handbook as part of the District’s regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District.

**Conclusion**

The District meets this Standard.

**Evidence**

IV.D.1-1: Synergy newsletters 2014-2015
IV.D.1-3: Chancellor’s Cabinet agendas
IV.D.1-4: Presidents Council agendas
IV.D.1-5: Chancellor retreat agendas, 2014
IV.D.1-6: WLAC college president Job Description, 2015
IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll, and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard

a. In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center. (IV.D.2-1 1998 decentralization policy)

Delineation of Responsibilities and Functions

b. Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as District-wide decision-
making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In Fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in Fall 2015. (IV.D.2-2 District Functional Area maps, 2015); (IV.D.2-3 Functional Area map review request email)

**Effective and Adequate District Services**

c. The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission. (IV.D.2-4 2013 LACCD Governance and Functions Handbook, p. 51-57)

- **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

- **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

- **Economic and Workforce Development** facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

- **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

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• **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

• **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

• **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

• **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

**Evaluation of District Services**

d. Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSO’s) as part of unit planning. In Fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges. (IV.D.2-5 DOSO evaluations, 2008-2009); (IV.D.2-6 DOSO evaluations 2011-2012)

e. Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on Districtwide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges’ missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District’s colleges. (IV.D.2-7 Fall 2014 Accreditation Newsletter “ESC Begins Revitalized Program Review Cycle”); (IV.D.2-8 Program Review workshop agendas, 2014); (IV.D.2-9 Program Review Template, 2014)

f. An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans,
directors, vice presidents, and presidents participated in the survey over a period of five weeks. (IV.D.2-10 2014 ESC Services Surveys)

g. As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC. (IV.D.2-11 2014 ESC Services Survey Analyses); (IV.D.2-12 Program Review Update PPT, 2/20/15); (IV.D.2-13 Draft ESC Program Review Manual, 10/1/15)

Allocation of Resources

h. The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability. (IV.D.2-14 Budget Allocation Mechanism, 2012); (IV.D.2-15 Financial Accountability Measures, 2013); (IV.D.2-16 ECDBC recommendation on LAHC deferral request, 6/10/15); (IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15)

Analysis and Evaluation

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges’ adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the Districtwide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data

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driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Conclusion

The District meets this Standard.

Evidence

IV.D.2-1: 1998 decentralization policy
IV.D.2-2: District Functional Area maps, 2015
IV.D.2-3: Functional Area map review request email
IV.D.2-5: DOSO evaluations 2008-2009
IV.D.2-6: DOSO evaluations 2011-2012
IV.D.2-7: Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”
IV.D.2-8: Program Review workshop agendas, 2014
IV.D.2-9: Program Review Template, 2014
IV.D.2-10: 2014 ESC Services Surveys
IV.D.2-11: 2014 ESC Services Survey Analyses
IV.D.2-12: Program Review Update PPT, 2/20/15
IV.D.2-15: ECDBC recommendation on LAHC deferral request, 6/10/15
IV.D.2-16: LAHC Debt Referral Request PPT to BFC

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard

Allocation and Reallocation of Resources

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a. The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions. (IV.D.3-1 DBC webpage screenshot, 8/2015)

b. In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses. (IV.D.3-2 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model)

c. In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan. (IV.D.3-3 DBC minutes 5/18/11)

d. Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:
   - Phase I increased colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
   - Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services. (IV.D.3-4 ECDBC Budget Allocation Model Recommendation, Jan 2012)

e. The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded. (IV.D.3-5 BOT Agenda, BF4, 6/13/12); (IV.D.3-6 District Budget Allocation Evaluation)
f. The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents’ performance and evaluation to college budgeting and spending. (IV.D.3-7 BOT agenda BF4, Financial Accountability Measures, 10/9/13)

g. The District’s adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board’s Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support. (IV.D.3-8 FAC meeting minutes 6/13/12)

**Effective Control Mechanisms**

h. The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability. (IV.D.3-9 2014-15 Quarterly Projections)

i. College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

j. The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

k. Each college president is responsible for the management of his or her college’s budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college’s mission (see Standard IV.D.2). (IV.D.3-7 BOT agenda, BF4, Financial Accountability Measures, 10/9/13)

**Analysis and Evaluation**

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State’s recent financial crisis.
Conclusion

The District meets this Standard.

Evidence

IV.D.3-1: DBC webpage screenshot, August 2015
IV.D.3-2: BOT agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
IV.D.3-3: DBC minutes 5/18/11
IV.D.3-4: ECDBC Budget Allocation Model Recommendation, Jan 2012
IV.D.3-5: BOT agenda, BF4, 6/13/12
IV.D.3-6: District Budget Allocation Evaluation
IV.D.3-7: BOT agenda, BF4, Financial Accountability Measures, 10/9/13
IV.D.3-8: FAC minutes 6/13/12

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college’s performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard

a. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team. (IV.D.4-1 HR Guide R-110 Academic Administrator Selection, 7/31/15)

b. The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session. (IV.D.4-2 College president Self Evaluation packet); (IV.D.4-3 BOT agendas w/President evaluations, 2011-2014)
c. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “…review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation…[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.” (IV.D.4-4 BOT Agenda BF2, 10/9/13)

d. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district…The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website. (IV.D.4-5 Chancellor Functional Area map, 2015)

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges.

Conclusion

The District meets this Standard.

Evidence

IV.D.4-1: HR Guide R-110 Academic Administrator Selection, 7/31/15
IV.D.4-2: College president Self Evaluation packet
IV.D.4-3: BOT agendas w/President evaluations, 2011-2014
IV.D.4-4: BOT agenda BF2, 10/9/13
IV.D.4-5: Chancellor Functional Area map, 2015

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities.

**Evidence of Meeting the Standard**

**District Strategic Plan, Planning Integration**

a. LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District’s Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015. (IV.D.5-1 LACCD Integrated Planning Manual, 2015)

b. DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges’ annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion. (IV.D.5-2 college effectiveness report template); (IV.D.5-3 IESS cmte agenda on IE rpts)

c. College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board’s annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle. (IV.D.5-4 BOT annual Goal setting agenda and materials, 8/19/15); (IV.D.5-5 DPAC agenda 6/26/15); (IV.D.5-6 DPAC agenda, 8/28/15)

d. The District Technology Plan created a framework of goals and a set of actions to guide Districtwide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning. (IV.D.5-7 District Technology Strategic Plan, 3/9/11); (IV.D.5-8 District Technology Implementation Plan, 3/21/13)
e. District-college integration also occurs during operational planning for districtwide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees. (IV.D.5-9 SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-10 SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-11 SSI Steering Committee Minutes, 8/22/14); (IV.D.5-12 SIS operational steering committee agendas, minutes)

f. Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board’s Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process. (IV.D.5-13 Quarterly College FTES meetings, 2014-2015); (IV.D.5-14 Quarterly enrollment reports to DBC); (IV.D.5-15 Quarterly enrollment reports to BFC); (IV.D.5-16 Budget Allocation Model, 2012 amendment)

Planning Evaluation

g. Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
   • The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
   • District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
   • The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
   • Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative. (IV.D.5-17 DPAC agendas, June-Aug 2015); (IV.D.5-18 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-19 IEPI 2015-16 Goals Framework, 5/27/15)
Analysis and Evaluation

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for District wide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a District wide basis.

Conclusion

The District meets this Standard.

Evidence

IV.D.5-2: College Effectiveness Report template
IV.D.5-3: IESS Committee agendas on IE report approval, 2012-2015
IV.D.5-4: BOT annual goal setting agenda and materials, 8/19/15
IV.D.5-5: DPAC agenda, 6/26/15
IV.D.5-6: DPAC agenda, 8/28/15
IV.D.5-7: District Technology Strategic Plan, 3/9/11
IV.D.5-8: District Technology Implementation Plan, March, 3/21/13
IV.D.5-9: SSSP new DEC service categories PowerPoint, 2014
IV.D.5-10: SSSP Counselor Training PowerPoint, 2014
IV.D.5-11: SSI Steering Committee Minutes, 8/22/14
IV.D.5-12: SIS operational steering committee agendas and minutes
IV.D.5-14: Quarterly enrollment reports, DBC  
IV.D.5-15: Quarterly enrollment reports, BFC  
IV.D.5-16: Budget Allocation Model, 2012 amendment  
IV.D.5-17: DPAC agendas, June-Aug 2015  
IV.D.5-18: BOT Agenda 9/2/15  

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees that meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard

a. In total, the District has 46 district wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet. (IV.D.6-1 Screenshot of District Intranet of Councils and Committees)

b. Seven District wide Executive Administrative Councils meet monthly: (1) Chancellor’s Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff’s Oversight Committee. (IV.D.6-2 District wide Executive Administrative Councils 2015 update)

c. The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of district wide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor’s Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC. (IV.D.6-3 Chancellor’s Directive 70)

d. Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty,
college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor’s Cabinet. (IV.D.6-4 District-level Governance committee 2015 update)

e. In 2013, the governance committees agreed to a common format for their webpages. Each committee’s webpage contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public. (IV.D.6-5 District-level Governance Committee webpage screenshot)

c. **Sixteen Operational Committees** meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting. (IV.D.6-6 District Coordinating Committees 2015 update); (IV.D-7 Sample email of report to list serve)

d. **Five Academic Initiative Committees** coordinate District wide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success. (IV.D-8 District Academic Initiative Committees, 2015 update)

e. Information Technology maintains **78 active list serves.** These list serves include the District wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members. (IV.D.6-9 District List serve list)

f. In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives. (IV.D.6-10 sample BOT agenda email)

g. Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes.
to Board Rules and Administrative Regulations. These updates are also posted on the District’s website. (IV.D.6-11 OGC Board Rule & Admin Reg Revision Notices, July-August 2015)

h. The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District’s new student records system. (IV.D.6-12 LACCD newsletters); (IV.D.6-13 Chancellor bulletins); (IV.D.6-14 Accreditation newsletters); (IV.D.6-15 Diversity newsletters); (IV.D.6-16 SIS newsletters); (IV.D.6-17 Wellness newsletters); (IV.D.6-18 Bond Program newsletters); (IV.D.6-19 SIS forum PowerPoint)

i. The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability. (IV.D.6-20 Chancellor weekly email updates)

j. The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges. (IV.D.6-21 DAS Communication, 2014-15)

k. In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District. (IV.D.6-22 Web redesign meeting, 10/13/11)

Analysis and Evaluation

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District’s revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.
The District’s sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District’s new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed district wide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies, which will be reviewed by DPAC in upcoming meetings.

**Conclusion**

The District meets this Standard. (IV.D.5-23 District wide Communication PPT, 9/25/15)

**Evidence**

IV.D.6-1: Screenshot of District Intranet of Councils and Committees
IV.D.6-2: District wide Executive Administrative Councils 2015 draft update
IV.D.6-3: Chancellor’s Directive 70
IV.D.6-4: District-level Governance committee 2015 update
IV.D.6-5: District-level Governance committee webpage screenshot
IV.D.6-6: District Coordinating Committees 2015 update
IV.D.6-7: Sample email report to list serve (i.e. childcare, financial aid)
IV.D.6-8: District Academic Initiative Committees, 2015 update
IV.D.6-9: District List serve list
IV.D.6-10: Sample BOT agenda email
IV.D.6-11: OGC Board Rule and Admin Regs Revision Notices, July-August 2015
IV.D.6-12: LACCD newsletters
IV.D.6-13: Chancellor Bulletins
IV.D.6-14: Accreditation newsletters
IV.D.6-15: Diversity newsletters
IV.D.6-16: SIS newsletters
IV.D.6-17: Benefits and wellness newsletters
IV.D.6-18: Bond Program newsletters
IV.D.6-19: SIS forum PowerPoints
IV.D.6-20: Chancellor weekly email updates
IV.D.6-22: Web redesign meeting, 10/13/11
IV.D.6-23: Districtwide Communication PPT, 9/25/15
IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning Committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard

Governance and Decision-Making Assessment, Effectiveness and Communication

a. In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation. (IV.D.7-1 2009 District Governance Survey Tool; IV.D.7-2 District Governance Assessment Report, 2/26/10)

b. The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District’s stated mission. (IV.D.7-3 2012 District Governance Survey Tool; IV.D.7-4 2015 District Governance Survey Tool)

c. The District’s Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan
improvements. Challenges in implementing improvement plans occurred and the IE unit has restarted its survey and evaluation cycle and recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC’s 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board’s Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement. (IV.D.7-5 2012 District Governance Assessment Report and Action Plan); (IV.D.7-6 2010, 2012, 2014 District-level Governance and Decision-making Assessment Comparison Report, 8/28/15); (IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8 Proposed Governance Committee Evaluation Process and Timeline, 8/28/15); (IV.D.7-9 DPAC Proposed Work Plan 2015-2016, 8/28/15)

d. In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee’s accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees’ work plans. (IV.D.7-10 Districtwide Committee Self-Evaluation form); (IV.D.7-11 DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-12 DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-13 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-14 TPCC self-evaluation 2011-2015, 8/2015)

e. Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor’s Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

f. The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor’s Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of Fall 2015 (IV.D.7-15 Updated District Council and Committee list, 9/2/15)

Analysis and Evaluation

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The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle. (IV.D.7-16 Governance Evaluation Timeline, 8/27/15); (IV.D.7-17 District Effectiveness Cycle, TBD) The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee’s expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites.

Conclusion

The District meets this Standard. (IV.D.7-18 DPAC 2015-16 Work Plan); (IV.D.7-19 Updated DPAC Charter, 2015)

Evidence

IV.D.7-1: 2009-10 District Governance Survey Tool
IV.D.7-2: 2010 District Governance Assessment Report, 2/26/10
IV.D.7-3: 2012 District Governance Survey Tool
IV.D.7-4: 2015 District Governance Survey Tool
IV.D.7-5: 2012 District Governance Assessment Report and Action Plan
IV.D.7-7: 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15
IV.D.7-8: Proposed Governance Committee Evaluation Process and Timeline, 8/28/15
IV.D.7-9: DPAC Proposed Work Plan 2015-2016, 8/28/15
IV.D.7-10: District wide Committee Self-Evaluation form
IV.D.7-11: DBC self-evaluation 2012-2014
IV.D.7-12: DPAC self-evaluation 2012-2014
IV.D.7-14: TPCC self-evaluation 2011-2012, 7/19/12
IV.D.7-15: Draft District Council and Committee list, 9/2/15
IV.D.7-16: Governance Evaluation Timeline, 8/27/15
IV.D.7-17: District Governance Cycle, TBD
IV.D.7-18: DPAC 2015-16 Work Plan
IV.D.7-19: Updated DPAC Charter, 2015
H. Quality Focus Essay

Selection Process of the Action Projects for the Quality Focus Essay

Los Angeles Southwest College has made progress and improvements since the last comprehensive team visit in March 2012. Thereafter, a follow-up visit with a report occurred in April 2013, and a third follow-up visit with a report in April 2014. These two follow-up visits were the results of findings from the Evaluation Team that visited the college to conduct the comprehensive team visit in March 2012. The College received six recommendations. When the College began its current self-evaluation activities in fall 2014, we focused our attention on identifying areas of institutional effectiveness and quality improvements that were previously addressed in the recommendations received following our 2012 comprehensive visit. As the College began to develop the 2015 self-evaluation report, evidence emerged indicating that the College should take action in specific areas to improve educational quality and institutional effectiveness in order to support and improve student learning and achievement at Los Angeles Southwest College. Three areas requiring the development of action projects are identified based on evidence from 2015 self-evaluation report. This essay will discuss the areas of the College that emerged that will require continued development, institutionalization, or expansion.

Two of the recommendations received in 2012 and 2006 represent evaluation team findings from the 2012 and 2006 comprehensive evaluation team visits. The first recommendation indicates that the College must use the developed planning model to improve institutional effectiveness and improve the quality of programs and services. This means that planning, assessment, and implementation of improvement plans, as they are related to the College’s processes and operations, is essential to the College’s continued effectiveness. Further, the second recommendation from 2012, 2006 found that the College should work to ensure that students, no matter how they receive instruction, have access to the same quality of services. These services must be reliable, appropriate, and comprehensive. These two recommendations are a focus in this essay because analysis of the evidence in the 2015 Self Evaluation Report indicates that the College has not fully addressed these elements of all the Standards. For example, while there may be additional areas of the Standards that the College does not meet, we have chosen to focus attention on developing action plans in the following areas. Thus, the broad areas that emerged from the analysis of evidence in the Self Evaluation Report are planning and assessment, student learning outcomes, professional development, and resource allocations. These themes were discussed in workshops and retreats where constituent groups representing students, faculty, and staff were included. Elements of Standards I, II, III, and IV will be identified as they relate to the areas of focus. The specific elements of the Standards will be addressed in the chart that describes the action plans that will be used as a guide to improve student learning, educational quality, and institutional effectiveness.

The College began the self evaluation process for the upcoming March 2016 comprehensive evaluation team visit in the fall of 2014. While preparing the Mid-Term report themes
emerged related to assessment of student learning, assessment of adopted planning processes, program review, and an evaluation of the programs and services we offer students. Using the elements of the Strategic Plan to guide the College in improving the quality of services and processes, the College determined that these activities should be ongoing. During the development of the 2015 Midterm report as well as during the development of the 2015 Self Evaluation Report the College determined that a divergence between plans and subsequent action continues. The 2006 recommendations addressed the College’s limited focus on creating viable plans for staff development for all employees and establishing a Distance Education program beginning with the development and subsequent submission of a Substantive Change Proposal to the Commission. Moreover, integrating the plans that have been developed to address our enrollment, technology, career and technical education programs and services have not been addressed to the extent that the College can improve institutional effectiveness in these key areas.

While the College should use the elements of all Commission Standards to guide the development of plans to improve institutional effectiveness, there are specific elements of the Standards that provide the College with a roadmap to improvements. For example, during the development of the 2015 Self Evaluation Report it became clear that the College had not completed the assessment cycle for 100 percent of all courses, programs, and degrees. Although learning outcomes are described for all LASC active courses, the College must continue to demonstrate that the outcomes developed for the courses are assessed and the results are used to determine whether students demonstrate what they have learned. More importantly, establishing outcomes and assessing the outcomes to improve the effectiveness of College instructional programs and student support services is essential.

The chart below describes the crosswalk the College developed to identify the relationship between the 2002 standards and the 2014 Standards identified by the Commission as references College developed the 2015 Mid-term Report:

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<th>Recommendations 2012</th>
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<th>2014 Standards</th>
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</tr>
</tbody>
</table>

This crosswalk was used to assist the College during the analysis of evidence that emerged from the 2015 Self Evaluation Report. During the fall 2014 Planning Retreat for Standard team chairs co-chairs, and team members, and during subsequent planning retreats and meetings to address the review and analysis of the College’s Strategic Plan, Educational Master Plan, Facilities Plan, and Technology Plan dialog about needed changes and improvements to enhance student learning and achievement occurred. This dialog continued

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in subsequent meetings of College Council, the Budget and Planning, and the Strategic Planning Committee.

As mentioned previously, based on the analysis of the evidence, or lack thereof, information emerged from activities to develop the 2015 Midterm and 2015 Self Evaluation Report that focused the College’s attention on needed changes, and improvements that should be made to improve student learning and achievement as well as our overall institutional effectiveness. The three “plans for improvement” are summarized below. These plans will be integrated into the College’s ongoing planning and decision-making processes. The plans include multi-year timelines for completion during the next seven-year cycle. Components of the improvement plans include:

- Identification of the improvement plan
- The College’s desired goals
- Actions to implement the plans
- Timeline
- Parties responsible for implementation and sustainability of the plans
- Resources
- Evaluation of the outcomes and effectiveness of the plans

These plans are not static, and even as this essay is written, components of the plans will be further refined prior to the 2016 Comprehensive Team visit in March. Components of the plan will be discussed at the upcoming Strategic Planning Retreat in December and an Accreditation Workshop in January 2016. The three areas of focus for the plans are: (1) Learning Outcomes Assessment, (2) Planning Integration (3) Professional Development. The information below further describes the action projects, related to the Standards, that will need change, development, and improvement to ensure the College will identify, implement, report, and evaluate the action projects described below.

**Action Project 1: Learning and Service Outcomes Assessment**

**Part I – Background**

During the development of the 2015 Midterm report, analysis of the evidence used in the 2014, and 2013 follow-up reports indicated that the College should continue to implement the recently developed plan to conduct learning outcomes assessments for instructional, student and administrative services areas of the College. Planning agendas in the reports identified the primary tool for analysis as the Program Review process. Through this process the College determined, through the collection and use of data, what resources were needed for what programs. However, outcomes assessments for SLOs, PLOs, GELOs and ILOs, were not taking place during a regular cycle in all instructional and non-instructional areas. In some cases, outcomes assessments had not been conducted at all. While evidence on student learning and achievement was collected by the College’s Institutional Research
department, this data along with established learning outcomes for active courses, certificates, and degrees was not being assessed to determine the effectiveness of those outcomes on student learning and achievement.

**Part II – Findings from the Standards Analysis**

As the College continued to emerge from the decline in enrollment during the economic downturn, some evidence indicated the need for the College to validate that instructional program and services were reaching all segments of the intended population. This meant that the review of outcome assessment data would be useful in developing planning agendas to address success rates for all students. In 2014, the College reviewed its mission statement and made appropriate changes. The College will review the Mission Statement again at an upcoming retreat in December of 2015 to further define its intentions to help students learn and achieve academic success no matter the mode of delivery. Further, since 2011 the College has been in a mode of implementing newly developed plans to improve institutional effectiveness and academic quality. The College strives to determine effective ways to increase the engagement in the consistent improvement of processes to support student learning and achievement. (Standards I.A.1, I.B.1, I.B.2, I.B.6, I.B.9, II.A.1, II.A.3, II.A.4, II.A.6, II.A.12, II.A.13, II.A.14, II.B.1, II.B.3, II.C.3, II.C.2, II.C.5, II.C.7, III.A.6, III.C.4, III.D.1, IV.B.3)

**Part III - Timeline**

**Action Project 1 – Learning Outcomes: Assessment**

<table>
<thead>
<tr>
<th>When</th>
<th>Phase</th>
<th>Task</th>
<th>Performance Metric</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Identify</td>
<td>Assign full-time faculty Coordinator to assist faculty and staff in identifying plan to map SLOs, ILOs, PLOs and GELOs. Identify technology, software, and equipment resources needed to map all LO's. Develop survey tool for use by AA, SS, AS areas to determine level of participation in outcomes assessment by faculty, staff, students</td>
<td>Map 100% of course LOs to ILOs, PLOs, and GELOs for all programs, degrees, and certificates Use survey tool to determine level of campus participation in mapping activity.</td>
<td>VP of Academic Affairs, LOs Coordinator Department Chairs Deans, Academic Affairs and Student Services Dean, Institutional Research and Advancement, VP AA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a realistic and achievable timeline to complete a full cycle for 100% of LO assessments by December 2016.</td>
<td>25% of assessments will be completed by September 2016, 25% by January 2017, 25% by April 2017, and 25% September 2017 to ensure 100% completion of all LO assessments by December 2017.</td>
<td>VP Academic Affairs LO Coordinator Department Chairs Deans</td>
</tr>
<tr>
<td>Year</td>
<td>Action</td>
<td>Details</td>
<td>Responsible Particulars</td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<td>--------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Implement</td>
<td>Conduct assessment and document results for all LOs according to established LOs and mapping</td>
<td>Academic Affairs, Student Services, Administrative Services</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Report</td>
<td>Prepare draft report for review and feedback of campus constituents on the completion of all outcomes assessments. Prepare revised report to be used as baseline for continuous improvement in LOs assessment and implementation</td>
<td>VPAA, VPSS, VPAS, ALO, Dean of Institutional Research, Deans, Academic Affairs and Student Services, Department Chairs, PIO, President</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>Evaluate</td>
<td>Use evaluation criteria from outcomes assessment plan to evaluate the outcomes and effectiveness of this Action plan, then implement changes and continue assessment cycle with changes, or improvements</td>
<td>VPAA, VPSS, VPAS, ALO, Dean of Institutional Research, Deans, Academic Affairs and Student Services, Department Chairs, PIO, President</td>
<td></td>
</tr>
</tbody>
</table>
**Action Project 2: Planning Integration**

**Part I – Background**

During the process of examining the evidence to develop the 2015 Midterm Report, the College addressed College Recommendation Number 1, received after the 2012 Evaluation Team visit. After the College’s submission of a Follow-up Report and subsequent visit by the Team Chair in 2013, the College received a Commission Action Letter that informed the College of the determination that based on the College’s work, College Recommendation 1 had been fully addressed and 2002 Standards I.B.3, I.B.4, I.B.6 had been met. The College is committed to continuous quality improvement to ensure student learning and achievement. The Strategic Planning Committee, Chaired by the Dean of Research and Institutional Advancement, and co-chaired by a full-time faculty member, has the primary responsibility of engaging the campus community in the planning process. Program Reviews are occurring on an annual basis, and there are “How to” manuals to assist faculty and staff in the development of instructional and non-instructional program review reports. Completed program review documents are archived on the College’s website. The Strategic Planning Committee has conducted two evaluations of the planning process. Results from the evaluations are being used to consistently improve this process. The current President participates in Accreditation Workshops and Strategic Planning Retreats. However, engaging more campus constituents in the work of integrated planning is necessary to support student learning and achievement.

**Part II – Findings from the Standards Analysis**

Campus dialog about the integration of planning processes, in all areas, is not as robust as it could be. While some dialog occurs in the form of status updates on the revision of existing plans, dialog about the impact of action items and outcomes assessments resulting from any of the plan elements should occur on a regular basis. Several plans, including the Educational Master Plan, Facilities Masters Plan, and the Technology Plan have not been updated since 2012-2013, and the impact of any revisions to these plans is essential to all planning activities. The College must now integrate and align the elements of the Student Equity Plan, and the Student Services and Support Plan into all planning and outcomes assessment activities. Resource elements are a part of all the plans and the Colleges must clarify how these resources will be used during the implementation phase this Action Project. The College’s desired outcome of planning integration is the consistent improvement in student learning and achievement, as well as improvements in institutional effectiveness resulting from the use of assessment data and dialog about the evidence from all planning processes, in all areas. During the analysis of the evidence to develop the 2015 Self Evaluation Report the College found that the integration of all college plans was limited. Several 2014 Standards specifically address integrated planning and alignment with outcomes assessments in instructional, student, and administrative service areas. As the College makes the transition from the 2002 standards to the 2014 standards we view this as an opportunity to re-align our planning to improve institutional effectiveness and increase student achievement. (Standards

**Part III – Timeline**

**Action Project 2 – Planning Integration**

<table>
<thead>
<tr>
<th>When</th>
<th>Phase</th>
<th>Task</th>
<th>Performance Metric</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Identify</td>
<td>Document and publish status of all current planning documents</td>
<td>Status of planning documents will be published on College’s “Shared governance Portal”</td>
<td>Dean, Institutional Research, Strategic Planning Committee, PIO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop survey tool and use to determine level of knowledge among campus constituents about all planning documents</td>
<td>Conduct survey by distributing to all campus constituents, including actively enrolled students.</td>
<td>VPAA, VPSS, VPAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review college planning documents to determine alignment with all college and District planning documents</td>
<td>Create functional map to illustrate areas of alignment with College and District plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop achievable and realistic timeline to implement planning agendas based on goals included in planning documents</td>
<td>100% of all plans will be reviewed, and updated including the alignment with college and district plans by December 2016</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Implement</td>
<td>Conduct implementation of all integrated planning processes related to specific planning documents, i.e. Technology Plan, Facilities Master Plan, Educational Master Plan, Enrollment Management Plan, and Strategic Plan</td>
<td>100% of all elements of the updated planning documents will be implemented to determine effectiveness of planning components. Data will be published on the college website by December 2017</td>
<td>Dean, Institutional Effectiveness, Strategic Planning Committee, Deans, Academic Affairs, Student Services, VPAA, VPSS, VPAS</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Report</td>
<td>Prepare status report of implementation projects associated with each plan</td>
<td>Distribute status reports to campus constituents in fall 2017 for review and feedback</td>
<td>Dean, Institutional Effectiveness, Strategic Planning Committee, Deans, Academic Affairs, VPAA, VPSS, VPAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus constituents review report and provide feedback to determine the level of integration between each plan</td>
<td>Gather feedback data and review previously developed functional map to determine what changes are needed</td>
<td></td>
</tr>
</tbody>
</table>
**Action Project Three – Professional Development**

**Part I – Background**

Findings from the 2012 comprehensive evaluation visit indicated that the College did not meet 2002 Standard III.A.1.b. This was listed as College Recommendation 5 in the 2014 Commission Action Letter. In Follow-up Reports that were submitted during 2013 and 2014, the College addressed the deficiencies that led to this recommendation and later met the Standard requirements. The College took steps to ensure that all professional development activities for all faculty were defined in a Professional Development Plan, which was created in 2013. The plan will be reviewed and updated in 2016. The Professional Growth Committee conducted surveys to determine faculty attitudes and preferences for activities to assist them in improving student achievement and student learning. A plan is in place to conduct a New Faculty Orientation each fall semester for all incoming faculty. The Professional Growth Committee manages these activities. The College also participates in the District’s Faculty Teaching and Learning Academy that is a joint initiative between the District and the District Academic Senate. Efforts to expand professional development opportunities for the College’s faculty are ongoing. However, several areas of the 2014 Standards indicate that professional development is an area of expansion for all employees on campus in support of student learning and achievement and improvements in institutional effectiveness.

**Part II – Findings from the Standards Analysis**

During the analysis of the evidence for the College’s 2015 Self Evaluation Report, the College found that several elements of the 2014 Standards address professional development of faculty and staff. While the College has a viable professional development plan for faculty, we must also include activities for administrators and staff. This includes providing opportunities for all College employees that are consistent with the College mission and based on the expanding needs of students. As the College strives to improve student learning and achievement for a diverse student population, as well as improve College operations and practices, these professional development activities also include developing training opportunities for all employees in the use of technology in the classroom and to complete operational activities in various areas of the College. Further, there is a need for developing professional development activities to ensure all employees learn about the changes the
College must make to improve student learning and to ensure that learning is at the core of all College activities. Opportunities for learning about the integration of program review, planning and resource allocation into a comprehensive process are appropriate to the expansion of a professional development plan. (Standards I.B.9, II.B.1, III.A.14, III.C.4, IV.B.1)

**Part III – Timeline**

<table>
<thead>
<tr>
<th>When</th>
<th>Phase</th>
<th>Task</th>
<th>Performance Metrics</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Identify</td>
<td>Review current professional development plan</td>
<td>Map components in current professional development plan and create</td>
<td>Dean, Institutional Effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify components in current plan that can be expanded to include opportunities for learning for all college employees</td>
<td>Distribute survey to all college employees. Analyze and publish results</td>
<td>Professional Growth Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop survey tool to assess professional development needs of faculty and other personnel</td>
<td>Publish timeline to include dates during both spring and fall semester to conduct learning activities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop realistic and achievable timeline to conduct professional development workshops or other learning opportunities</td>
<td>Advertise professional development activities</td>
<td>Classified Representatives from all areas on campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine what processes ensure that professional development activities address identified needs</td>
<td>Determine strategies for developing a combined awards ceremony for faculty and staff</td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review current professional development awards activities for all employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Implement</td>
<td>Identify resources to support professional development activities during fall and spring semester</td>
<td>Commit resources to ensure that professional development activities are ongoing</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine evaluation criteria for professional development activities</td>
<td></td>
<td>Administrators</td>
</tr>
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<td>Dean, Institutional Effectiveness</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Report</td>
<td>Prepare draft report that includes information about participants, and description of professional development activities</td>
<td>Publish and distribute Report to all participants in professional development activities</td>
<td>PIO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dean, of Institutional Effectiveness</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Evaluate</td>
<td>Evaluate the impact of professional development activities on the improvement of teaching and learning</td>
<td>100% of professional development activities will be evaluated to identify trends and determine the impact on teaching and learning.</td>
<td>Dean, of Institutional Effectiveness Professional Growth Committee</td>
</tr>
</tbody>
</table>
I. Changes and Plans Arising out of the Self Evaluation Process
Appendix A: Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

**Public Notification of an Evaluation Team Visit and Third Party Comment**

**Evaluation Items:**

_____ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

_____ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

_____ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

**Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

_____ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these
elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.

_____ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

_____ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

_____ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Credits, Program Length, and Tuition
Evaluation Items:

_____ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

_____ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

_____ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

_____ Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

_____ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

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

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Transfer Policies

Evaluation Items:

_____ Transfer policies are appropriately disclosed to students and to the public.
Policies contain information about the criteria the institution uses to accept credits for transfer.

The institution complies with the Commission Policy on Transfer of Credit. [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

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

Narrative (add space as needed):

Distance Education and Correspondence Education

Evaluation Items:

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

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

Conclusion Check-Off (mark one):

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

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

**Student Complaints**

Evaluation Items:

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

- The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of...
its programs, and provides contact information for filing complaints with such entities.

_____ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

Conclusion Check-Off (mark one):

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

_____ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

_____ The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

_____ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

Conclusion Check-Off (mark one):
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

**Title IV Compliance**

**Evaluation Items:**

_____ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

_____ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

_____ The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

_____ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

_____ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

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

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

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):