Accreditation Executive Summary

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

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

2013 Visiting Team Findings

The team found that two of the six recommendations were fully met. The College was then directed to fully resolve the deficiencies cited in College Recommendations 3, 4, 5 and 6 as noted in the chart below:

Recommendation	Issues to Address
3	• Review the parity of services provided to students in distance education as compared to students on campus
4	• Library should regularly update its collections in consultation with discipline faculty • Implement a cycle of instruction, assessment, and program improvement through appropriate learning resource and instructional areas of the college • Identify a sustainable funding source for the acquisition and maintenance of learning resource materials
5	• Review all aspects of professional development
6	• Fully utilize the established consultative committee structure through the documentation and widespread communication of dialogues and decisions affecting the college

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

Our second Follow-Up report includes the actions taken to resolve the recommendation, an analysis of results achieved to date, additional plans and evidence that supports the college's responses to the recommendations. What follows on the next four pages are charts of where the College was with respect to each of the four recommendations in 2012 and 2013. The third column indicates the tremendous amount of progress that Southwest has made on resolving the four outstanding recommendations since the last Follow-Up visit.

2012 Accreditation Evaluation Response Status Chart

Recommendations	Where We Were March 2012	Where We Were March 2013	Where We Are March 2014
#3 *In order to meet the Standard, the team recommends the College review the availability of appropriate, comprehensive, and reliable services to all students. In particular, the team urges the College to review the parity of services provided to students in distance education as compared to students on campus. (IIB.3.a)*	• Inadequate counseling and other student services to distance education students • Individual evaluations overdue • Learning outcomes not integrated into planning for program improvement • Need to improve communication among all student service organizations and groups	• Student surveys, focus groups, and gap analysis completed • Implemented Ask-A-Counselor, Tutor Trac, SmartThinking and Student Lingo based on identified gaps for distance education students • Library closures on short notice to students • College partially meets the standard from the 2012 report	• College has addressed the gap analysis findings for distance education students • College has assessed new services designed to provide parity of services and made improvements based on an assessment of services • College has allocated ancillary hours and hourly librarians for additional library support • All evaluations have been completed • Student Services communication has been strengthened • All learning outcomes have been integrated into Program Review planning for program improvement

2012 Accreditation Evaluation Response Status Chart

Recommendations	Where We Were March 2012	Where We Were March 2013	Where We Are March 2014
#4 In order to meet the Standard, the team recommends that the library regularly update its print and online collections in consultation with discipline faculty. (II C.1.a). The team further recommends that, to meet the stated Student Learning Outcome in Information Competency, the College implement a cycle of instruction, assessment, and program improvement through appropriate learning resource and instructional areas of the College (IIC.1.b). Finally, the team recommends that a sustainable funding source be identified for the acquisition and maintenance of learning resource materials. (IIC.1, II.C.2, IIID.1.a)	• Print collection is old and in need of updating • No documented acquisition guidelines in place • Information competency in flux • Information competency instruction dependent on requests from individual faculty members only • No regular planned schedule of instructional delivery in effect • No sustainable funding source identified for the acquisition and maintenance of learning resource materials	• Library collection updated • College has allocated significant resources to the library • Library has not completed the assessment cycle using assessment results to develop and implement program improvements and does not meet the standard section • 5 year Acquisition Plan for purchasing library materials is in place	• College has augmented library collection budget by an additional $250,000 in order to continue the updating of the print collection • Librarians continue to maintain a regular cycle of instruction, assessment and program improvement relative to Library Science courses and the information competency instruction orientations to meet the institutional student learning outcome in information competency. The assessments continue to be strengthened • Program has been made towards integrating information competency into the overall college curriculum rather than the college relying solely on one department (the Library) to meet an institutional SLO

2012 Accreditation Evaluation Response Status Chart

Recommendations	Where We Were March 2012	Where We Were March 2013	Where We Are March 2014
#5 In order to meet the Standard, the team recommends the College reviews all aspects of professional development, including key elements of peer review, self-reflection, and continuous review of appropriate pedagogy for the student population. In particular, the completion of faculty evaluations systematically and at stated intervals; engagement in dialogue addressing staff and faculty professional development on various teaching pedagogies and strategies to meet the diverse learning styles of its diverse student population. (IIIA.1.b)	• Significant numbers of full and part-time faculty evaluations overdue • No practice to ensure that all evaluations remain current • Staff development plan outdated • No comprehensive planning process for staff development in place • Classified staff feelings of marginalization with respect to professional development • No systematic assessment of staff and professional development completed • Staff and Professional development activities not aligned with strategic goals and directions of the College	• Based on the evidence, all evaluations are current • Staff development plan still out of date • During spring 2013, college offered an array of flex activities focused on developing engaging pedagogy for our student population • College partially meets the standard	• Based on the evidence, all evaluations are current • Process is in place in the Office of Academic Affairs to ensure that all evaluations remain current • Comprehensive planning process in place for staff development • Classified professional development in place • Staff and Professional Development systematic assessment in place • Staff development plan updated

2012 Accreditation Evaluation Response Status Chart

Recommendations	Where We Were March 2012	Where We Were March 2013	Where We Are March 2014
#6 *In order to meet the Standard, the team recommends the College fully utilize the established consultative committee structure by documenting actions and recommendations in agendas, minutes, and other official tools to ensure that dialogues and decisions affecting the College are communicated widely and clearly across the campus constituencies. (IVA.3)*	• Unclear how planning drives new ideas and how outcomes are assessed • Lack of documentation of communication among campus constituencies in minutes, agendas and dissemination of information	• Evidence suggests major College committees are canceled with limited communications and quorum is not always met due to poor attendance • College held several retreats and workshops leading to establishment of templates for meeting agendas and minutes • Regular communication through the Office of the Public Information Office and regular and continuous assessment of consultative committee structure occurring • Well organized and accessible documents available for all governance committees • College has made significant progress but only partially meets the recommendation and the standard	• Committee websites are regularly updated with agenda minutes and other relevant documents • Links and highlights of committee meeting minutes emailed to the campus committee • Very few committee meetings canceled or didn't meet their quorums during the fall 2013 semester