



Accreditation
Midterm Report
2019-2020

THE *Place* TO BE

Los Angeles Southwest College Midterm Report



Submitted by

Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2020

Certification of the Midterm Report

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

From: Dr. Seher Awan, President
Los Angeles Southwest College
1600 West Imperial Highway, Los Angeles, CA 90047

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

Signatures:

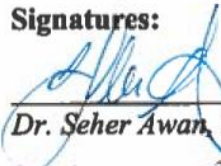



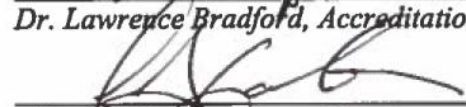


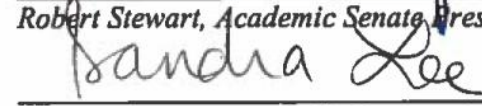

 Dr. Seher Awan, President, LASC	2/3/2020 (Date)
 Andra Hoffman, President, LACCD Board of Trustees	2/5/2020 (Date)
 Dr. Francisco Rodriguez, Chancellor, LACCD	2/25/20 (Date)
 Dr. Lawrence Bradford, Accreditation Liaison Officer, LASC	1/29/2020 (Date)
 Alfred Gallegos, Dean of Institutional Effectiveness, LASC	1/29/2020 (Date)
 Jessica Drawbond, Faculty Accreditation Chair, LASC	2/3/2020 (Date)
 Robert Stewart, Academic Senate President, LASC	1/30/2020 (Date)
 Dr. Sandra Lee, AFT Chapter President, Guild 1521, LASC	2/3/2020 (Date)
 Cassandra Walker, AFT Chapter Chair, Guild 1521, LASC	01/29/2020 (Date)

Table of Contents

STATEMENT ON REPORT PREPARATION

DISTRICT RECOMMENDATIONS

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

Response to Team Recommendations for Improvement

College Recommendation 2

College Recommendation 9

Report on the Outcomes of the Quality Focus Projects

Action Project 1

Action Project 2

Action Project 3

Data Trend Analysis

APPENDIX A – LIST OF SUPPORTING EVIDENCE

Los Angeles Southwest College Accreditation Midterm Report

Statement on Report Preparation

In spring 2019, a Midterm Report Tri-Chairs Steering Committee formed (consisting of a Faculty Accreditation Co-Chair, the ALO, and the Dean of Institutional Advancement), in consultation with the College President, to work with campus committees and identified responsible entities tasked with addressing recommendations for improvement and carrying out the Action Projects identified in the Quality Focus Essay.

To ensure widespread College involvement in the Midterm Report, the Steering Committee formed two workgroups to address each of the College's two recommendations for improvement. The workgroups leadership consisted of a tri-chair model including one faculty member, one classified member, and one administrator. The College's Action Plans were addressed by existing campus committees; for example, the SLO Committee, Strategic Planning Committee, and Professional Growth Committee were involved in responding to Action Projects (D0.1). A timeline was developed to meet the March 15, 2020 submission deadline (D0.2). In spring 2019, workgroups and committees collected evidence in preparation for writing the report. The first draft of the report was written in summer 2019, and the draft was refined and vetted through College Council and the Academic Senate in fall 2019, as explained in detail below.

While each college has its own governance processes for addressing accreditation, all colleges participate in addressing District accreditation recommendations and in ensuring that the District meets all accreditation standards. The main venue for discussing accreditation issues is the District Accreditation Committee (DAC). The DAC is comprised of the college Accreditation Liaison Officers, the college faculty accreditation leads, a college president, and representatives from the Educational Services Center (D0.3). Following the comprehensive site visits, the committee met to review the possible college and District recommendations and to develop a plan for addressing each recommendation. The committee continued to convene to address all recommendations to meet standards and draft responses provided to the ACCJC as Follow-up Reports (D0.4).

Since the completion of the Follow-up Reports, District and college staff have continued to review and address, as needed, the recommendations for improvement. District staff completed an initial response to these recommendations for review by the committee. The report addressing the District recommendations was drafted by the leads in each area at the Educational Services Center: Human Resources, Information Technology, Educational Programs and Institutional Effectiveness, the Office of General Counsel, and Finance and Resource Development. The area lead responses were compiled and written in one voice by the Division of Educational Programs and Institutional Effectiveness and provided to the DAC for approval (D0.5).

Following committee review, the final District responses were provided to each college for review and approval through the college governance processes. The District responses were

incorporated into the college Midterm Reports.

Los Angeles Southwest College's Midterm Report was developed through a collegial consultation process. Updates on the report were provided to the Academic Senate and College Council for review. In fall 2019, additional information was gathered and the draft document was updated. Additionally, the campus community was given an opportunity to provide feedback, as the draft was emailed to all LASC employees and input was solicited. On October 1, 2019, the Midterm Report was presented to the College Council. On October 22, 2019, the draft was presented to the Academic Senate. On November 5, 2019 the final draft was approved by the College Council, and on November 12, 2019, the report was approved by the Academic Senate.

Following the completion and approval of the college reports, the final content was edited and submitted to the District Office of Educational Programs and Institutional Effectiveness. The Midterm Report was presented to the Board of Trustees through the Institutional Effectiveness and Student Success Committee on January 22, 2020 ([D0.6](#)). The Board of Trustees reviewed and approved the report on February 5, 2020 ([D0.7](#)). The final report was provided to the ACCJC with all required signatures following Board approval. All report materials and evidence have been posted on the College and District websites.

District Recommendations

District Recommendation 5 (Improvement): In order to increase effectiveness and better assess financial resource availability, the team recommends that the District implement a District position control system to track and budget for personnel costs. (III.D.4)

The District agrees with the need for a streamlined position control system. To address this need, the District has developed a short-term solution and long-term plan. In the 2016-2017 fiscal year, the District offered a retirement incentive. The purpose of the incentive was to control staffing costs, allow for restructuring of staffing to meet current institutional needs and to provide opportunities for staff and faculty diversification (D5.1; D5.2). The retirement incentive resulted in the retirement of 187 classified staff, 26 classified managers, 14 academic administrators and 146 faculty. Following these retirements, the District established a system of position control through the review of every position request. Each position request begins with the completion of a request form that is reviewed by the District Budget Office (D5.3; D5.4). Each position requires approval at the college-level indicating the funding source of the position. The Budget Planning Office reviews each position to determine if appropriate funding is available and provides approval prior to the position being forwarded to the Chancellor's Office for final approval (D5.5). This process enables effective use and control of District financial resources and only hiring of positions for which funding is available.

The District has also begun work towards the development of improved technology systems to automate the position control process. The District hired a consulting firm to evaluate its technology systems (D5.6). The firm evaluated the District systems and recommended integrating the business and student enterprise systems into a single system (D5.7). Based on this recommendation, the District has created plans to adopt a new business enterprise system (D5.8). A required element of the new system will be position control. Given the pending investment in a new enterprise system, the District has chosen to maintain the manual process pending implementation of the new enterprise system.

District Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the District develop and publicize a plan to fully fund the Other Post Employment Benefit (OPEB) Liability, which is currently funded at 16.06 percent. (III.D.12)

The District has reviewed the recommendation for improvement and has determined that the current process meets the District's needs in addition to legal requirements. The District conducts regular reviews of its Other Post Employment Benefit (OPEB) Liability. The last actuarial study dated July 1, 2017 determined that the liability is currently funded at 14.29 percent. In 2008, the LACCD Board of Trustees adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District has been funding the trust annually at a rate of approximately 1.92 percent of the total full-time salary expenditures of the District ([D7.1](#)). In addition, an amount equivalent to the federal Medicare Part D subsidy returned to the District each year was also directed into the trust fund but was ended in fiscal year 2015-16 due to elimination of this subsidy. Since its establishment, the District has continued to fund the trust account, which has a current balance of \$113,340,000 ([D7.2](#)). Based on these actions, the District continues to meet the standard by regularly conducting actuarial plans based on accounting standards and allocating appropriate resources to manage current and future liabilities.

District Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that the District review the membership of institutional governance committees to ensure all employee groups, particularly classified staff, have formal input on institutional plans, policies, and other key considerations as appropriate. (IV.A.5)

The District has systemic processes to evaluate the manner in which committees and governance structures are achieving their goals. These processes include regular evaluation of committees through an annual review cycle. The evaluation tool provides prompts related to the effectiveness of the committee at achieving its goals and additional information on the functionality of the committee. Included in the prompts are detailed questions regarding participation of constituent assigned members to ensure that each committee functions with the intended representation. The evaluation was modified to include an additional question on representation stating: “What changes should be made in committee composition, function, or charge to enhance its effectiveness?” Each committee member is offered the opportunity to respond to these prompts and provide an individual perspective from the vantage point of the group they represent. The results are then utilized to make changes deemed necessary by the committee. (D9.1). Also, some governance committees utilize an annual formal committee survey as an additional evaluative tool. The survey results provide information to inform a more detailed analysis of committee membership and functions and aid in the development of future committee goals and action plans.

In addition, the District conducts a biennial survey of governance representatives, which includes questions on appropriate representatives of each constituent group (D9.2; D9.3). The survey was conducted in Spring 2019 with similar trends to previous years indicating that the committees have had representative membership. The results indicate that 70.6 percent of respondents feel that the membership represents the talent and skills required to fulfill the goals and purpose of the committee. The survey results also indicate a concern with representation of students and staff at meetings. Each committee includes student representation, but attendance has been minimal. The District will be working with the Student Affairs Committee (SAC) to gain appropriate student representation at the meetings. The committees will be provided with the survey results for use in their evaluation and determination of whether additional classified representation is needed on each committee.

While the governance groups and committees serve a role in the development of recommendations, it is not the only means for doing so. The District strategic planning process also served as another means of gathering input on institutional plans. The District Strategic Plan (DSP) was last updated in the 2016-17 academic year and was developed by more than thirty individuals across the district including administrators, faculty, staff, and students. The development of the DSP included public forums at each college that were attended by all constituent groups to provide feedback. As the plan was being developed, it was also placed on the internet to collect input from any individual, including members of the public, wishing to weigh in (D9.4). The DSP was also brought to the SAC, each college’s participatory governance committee, and the District Academic Senate for approval (D9.5). To this extent, all constituents were provided with an opportunity for formal input on institutional plans.

The approval process for all policies and regulations provide for formal input from each constituent group as appropriate. These processes are defined in Chancellor’s Directive 70 (D9.6;

[D9.7](#)). Following the consultation process, each policy is noticed in the board meeting prior to approval ([D9.8](#)). Each constituent group is provided an opportunity to respond to any issues through the resource table item on the Board Agenda or through general public comment.

Based on these reviews, the District has formal processes for input from all constituent groups. The District will continue its process of regular evaluation and make changes deemed necessary based on data and collective feedback from all constituency groups.

District Recommendation 12 (Improvement): In order to improve effectiveness, the team recommends that the District expand efforts to communicate decisions made in the institutional governance process to all stakeholders. (IV.D.6)

The District has six District-wide governance committees in addition to administrative coordinating committees and multiple district-level Academic Senate meetings. While each group maintains agendas and minutes (D12.1), there has been a need to improve communication of decision-making. The District Governance Survey indicated that only 54.1 percent of respondents knew where to find information on decisions made through participatory governance (D12.2). This has been noted at other decision-making levels including the Board of Trustees. In the past, Board agendas were published in formats that made searching the documents difficult. To address this challenge, the District has adopted BoardDocs. This software service provides a system for developing and posting online agendas and minutes. The system also allows public users to track decisions live during governance meetings. The District went live with BoardDocs in March 2019 for Board Subcommittees (D12.3) and for full Board meetings in April 2019 (D12.4). BoardDocs track decision-making in real time. This allows all constituents the ability review decisions made by the Board, Academic Senate and other governance groups as they are made, or review them at a later time.

Following the successful adoption at the Board level, the District is expanding use to all governance groups. The District will be utilizing this system for the District Academic Senate, which was trained in May 2019 (D12.5; D12.6), and will be launching it for all District governance groups beginning in fall 2019. The system will also be made available for use by each college for college-level governance groups.

In addition to the work being done on BoardDocs, the District will also be redesigning its websites to enhance communication. While the process for selecting a firm to update the websites is still in process, the work will include the use of either improved internet components or intranet systems such as SharePoint to further communicate to faculty through the employee portal (D12.7). Given the number of employees and students within the District, the expansion of digital communications is believed to be the best means of improving communication. The District will continue its regular review of governance and decision-making to determine whether these efforts have resulted in the expected improvements.

Institutional Reporting on Quality Improvements

Response to Team Recommendations for Improvement

Response to College Recommendation 2

College Recommendation 2

In order to increase institutional effectiveness through continuous, broad-based, systematic evaluation and planning, the Team recommends that the College implement a comprehensive process that substantively engages students and classified staff in these processes, and demonstrates outcomes based on the participation of these and the other constituent groups of the College. (I.B.9, IV.A.1, IV.A.2, IV.A.3, IV.A.5)

The College has made progress in ensuring that students and classified staff are included in the process of increasing institutional effectiveness. The following describes some of the work that the College has performed to meet this recommendation and increase engagement.

Student Engagement

In response to the recommendation that the College implement a plan to engage students in the continuous and systematic evaluation and planning process, the College actively encouraged students to serve on campus committees, as described in the *College Participatory Decision-Making and Integrated Planning Handbook* ([CR2.1](#)). In order to achieve this goal, campus committees solicited participation from the members of the Associated Students Organization (ASO). While committee membership was not restricted to only ASO students, ASO was recommended as the primary source to begin recruiting students for committee participation. The ASO are the elected representatives of the student body, charged with representing the ideas of LASC students.

As a result of recruiting students, student representatives served on nine college committees during the 2016-17 academic year. Student membership became standard on the following committees: Curriculum, Academic Technology, Student Learning Outcomes, College Council, Student Success, Budget Committee, Education Master Plan, Facilities Planning, Strategic Planning, and Campus Technology. ASO student participation continued through 2017-18 and 2018-19 ([CR2.2](#)). Students participated in the evaluation and planning processes; for example, students were involved in setting Vision for Success goals for the College and the College's annual Strategic Planning Retreat ([CR 2.3](#) and [CR2.4](#)). However, the expectations of their roles and participation were not clearly defined. As a result, student attendance and participation were inconsistent.

Currently, there are two initiatives that are assisting with providing student-specific and consistent opportunities to contribute to the evaluation and planning processes. First, the all-encompassing Guided Pathways initiative requires student participation on two levels. Students will provide a critical perspective on how pathways are developed and organized. Guided Pathways aims to revise the campus's approach to learning from the student perspective ([CR2.5](#)).

This will not be possible without input and analysis from students. As an example, the College drafted a student survey to gain insight on the student onboarding experience and how to best support student success through Guided Pathways ([CR2.6](#)).

In addition to the Guided Pathways initiative, the College is also planning to build a Student Union building. The Student Union is expected to provide students with opportunities for greater engagement in College activities and to support student success. The planning process has allowed students an opportunity to voice their needs as the Union is designed. LASC students have been involved with the planning process of this building since its conceptualization ([CR2.7](#)). In fact, LASC students have worked with the design teams and consultants to provide input on the location, infrastructure, and design elements of the building. The opening of this building will be a catalyst for student involvement. It will provide a space for the ASO to grow and flourish, leading to more student-led activism. This will increase the number of students able to serve on committees and participate in the evaluation and planning of campus activities.

Additionally, beginning fall 2019, the College President has begun monthly collegial consultation meetings with the ASO President. During these consultations, the ASO President shares any areas of concern, requests for support, and opportunities for partnership ([CR2.8](#)).

Classified Engagement

In response to the recommendation that the College implement a plan to engage classified staff in the continuous and systematic evaluation and planning process, the College recognizes that classified staff are critical to the optimal functioning of the College and must be included in the evaluation and planning processes.

The College has made a concerted effort to continue and increase classified involvement across the campus. Some of the contributions that classified staff have made on the committees and work groups that increased institutional effectiveness include:

- A proposal to the College Council to create a Professional Development Committee ([CR2.9](#)).
- A proposal to the College Council to create a Classified Hiring Committee ([CR2.10](#)).
- Recommendations for full Implementation of AB705, as part of the AB 705 Presidential Taskforce ([CR2.11](#)).
- Participation on the Student Equity and Achievement Program ([CR2.12](#)).
- Participation in the IEPI Guided Pathways Self-Assessment ([CR2.13](#)).
- Participation in the IEPI SEM Institutional Self - Assessment and the SEM Project ([CR2.14](#) and [CR2.15](#)).
- Participation in the 2018-2019 IEPI SEM Cohort ([CR2.16](#)).

Classified and student membership is also reflected on the following committees: Academic Technology, College Council, Curriculum, Distance Education, Student Learning Outcomes, Student Success, Budget Committee, Education Master Plan, Facilities Planning, Strategic Planning, and Campus Technology ([CR2.17](#)). Both classified staff and students have a voice on

these committees, and their votes lead to recommendations that are ultimately reviewed by the Academic Senate or the College Council.

Upon arrival to the campus in July 2018, the College President began monthly collegial consultation meetings with the AFT 1521A Classified Union Leadership. During these consultations, the AFT 1521A leadership team shares any areas of concern, requests for support, and opportunities for partnership ([CR2.18](#), [CR2.19](#), [CR2.20](#), [CR2.21](#), [CR2.22](#), and [CR2.23](#)).

In addition to the collegial consultation meetings with classified professionals and students, the President's Office hosted the Employee Recognition Day on Thursday, May 16, 2019. This large, employee recognition event provided food, awards, and engaging activities to ensure that all employees felt recognized. Specifically, the Unsung Hero Awards were presented to outstanding classified staff to recognize their contributions to the campus ([CR2.24](#)). There was also a survey sent to the entire campus on September 5 and 6, 2019 to receive feedback on how to improve all President's Office events and continue to improve on campus engagement and morale ([CR2.25](#)).

Response to College Recommendation 9

In order to increase institutional effectiveness, the Team recommends that the College improve existing systems in the following manner:

1. Institute the work order system and train personnel on its use in order to better assess the needs of facility users and the maintenance requirements of the buildings. (Standard III.B.3)
2. Address the Work Environment Committee recommendations that identify issues related to the provision of safe, healthy, and sanitary work environment. Settlement Agreement agreed to by the District and the AFT College Faculty Guild dated January 2016. (Standard III.B.1)
3. Ensure adequate Maintenance and Operations staffing are scheduled to address needs of evening classes. (Standard III/B.1)
4. Ensure a higher visibility of campus security in order to allay some campus constituency doubts related to safety. (Standard III.B.1)

Item 1

To institute a work order system and to train personnel on its use in order to better assess the needs of facility users and building maintenance requirements, the College has completed the following:

- Worked with the District Office to train Maintenance and Operations (M&O) staff on the work order (CMMS) system in February 2018 and throughout 2019 ([CR9.1](#)).
- The M&O Department reviews the work order system daily and assigns the work orders on a daily basis.
- In March 2018, LASC expanded the use of the work order system to create a roof scheduled maintenance plan, task list and scheduled maintenance notifications.
- In July 2018, the District Office began distribution of Work Order Summary Reports to all campuses. ([CR9.2](#))
- At Fall Flex Day, in August 2018, a work order system workshop was conducted to help educate faculty and staff on the use of work orders. ([CR9.3](#))
- In September 2018, the District Office released simplified screens to improve the productivity of the work order system. This included removing fields not used, adding pull-down menus and automating recurring keystrokes to reduce time to process and improve accuracy. ([CR9.4](#))

Item 2

The College has carried out a number of activities to address the Work Environment Committee (WEC) recommendations. Progress on the issues identified in the Settlement Agreement are regularly discussed at WEC meetings. In response to restroom cleanliness, LASC has modified shift schedules, re-prioritized custodial duties, implemented cleaning audits and collaborated with the ESC to establish an on-call Custodial Pool ([CR9.5](#), see pg. 4 and pg. 8).

To address classroom temperatures, the College has completed HVAC upgrades in the SSEC and TEC-Ed buildings, and is currently completing a campus-wide Central Plant project. The Central Plant project will increase capacity, create redundancy, and provide heating and cooling for the new School of Science building and the upcoming Student Union building. The College has also attempted to fill the vacant A-shift HVAC position. The initial hire did not pass probation. Interviews to attempt to fill the vacancy were scheduled for September 13, 2019. In the interim, the College's General Foreman and a Maintenance Assistant, both with strong HVAC skills, successfully addressed HVAC issues that have arisen. The new HVAC technician was hired with a start date of November 1, 2019.

Elevator maintenance contracts have been established and have been in place for all elevators on campus since August 2016. Elevator replacement and upgrade projects have been completed in the SSEC and TEC-Ed buildings in the past 18 months. While elevators may still go out from time-to-time, the campus is promptly notified and the College develops work-arounds for students with accessibility issues, where appropriate.

To address the recommendation related to the provision of a safe work environment, the College has worked with the ESC to develop and implement a District-wide Emergency Response Plan, including checklists for specific types of incidents. The Emergency Response Plans ([CR9.6](#)) and Checklists ([CR9.7](#)) are common across all nine LACCD campuses. In addition, LASC's President, Vice Presidents, Director of Facilities and PIO completed IS-100, IS 200b, and IS-700 [FEMA emergency management training courses](#) in the past 12 months. The College also conducted a training on the new Emergency Response Plan in November 2018; two active shooter trainings in Academic Year 2018-19; two additional active shooter trainings and three building specific lockdowns are scheduled for Fall Semester ([CR9.8](#)). LASC has identified building and floor wardens for the campus – training is scheduled for October 2019. On August 13, 2019 the LASC Administrative Team and Classified Supervisors received Emergency Operations Command (EOC) and basic FEMA training ([CR9.9](#)). This was the first of many scheduled team trainings and table top exercises scheduled for the 2019-2020 academic year.

A follow-up hearing was held on June 27, 2019 to assess progress on the January 2016 arbitration issues ([CR9.10](#)). The arbitrator found that LASC and the ESC were still out of compliance with the January 2016 Settlement Agreement relative to restrooms cleanliness, HVAC, and the Emergency Response Plan. The AFT College Faculty Guild (Union) has asked the District to fund the Custodial Pool and to fund a B-shift HVAC position. Additionally, the Union does not believe that the campus is secure because the installation of classroom door locks (a District project) had not been completed at the time of the hearing. The College supports the Union's request for the ESC to fund the custodial pool, the B-shift HVAC position, and completion of the door locks project. At LASC, Phase I of the door lock project for 17 classrooms was completed in July 2019. Phase II of the door lock project requiring installation of door locks on 75 additional doors, will be completed following California's Division of the State Architects review and approval.

Item 3

To ensure that adequate Maintenance and Operations (M&O) staff are scheduled to address the needs of evening classes, LASC has scheduled M&O staff up to 11:00 pm. The staff can and do respond to any issues that arise during evening classes. In addition, the General Foreman and an HVAC-trained Maintenance Assistant are on call in the evenings to handle HVAC related issues ([CR9.11](#)).

Item 4

In response to requests for increased visibility for campus security, the Sheriff's Department has increased campus foot and bike patrols throughout the day and evening. Further, the ESC has implemented a comprehensive physical security project across all nine colleges that addresses classroom locks (in process); electronic controls for external building doors; camera systems; campus lighting and security telephones. That District-wide project is expected to be completed over the next 12 months ([CR9.12](#)).

Based on campus feedback and the number of reported issues, the College believes that the first three WEC Arbitration issues (cleanliness, HVAC, and elevators) have been substantially addressed. Emergency planning was raised as a District-wide issue and is ongoing both at the campus and district levels ([CR9.13](#)).

Report on the Outcomes of the Quality Focus Projects

Response to Quality Focus Essay Action Project 1

In order to bolster a culture of continuous quality improvement and institutional effectiveness, and to improve Student Learning and Achievement, the College identified three areas in need of change, development, institutionalization, and/or expansion. The first area addressed in the Quality Focus Essay was the need to regularly assess learning outcomes.

Identified Goals and Outcomes

The College identified the need to assign a full-time faculty Learning Outcomes (LO) Coordinator. The College committed to having a full-time reassigned LO Coordinator position. There have been three LO Coordinators since the College began writing the self-evaluation report, but the current LO Coordinator has been serving since spring 2017, providing some much-needed consistency.

The College also determined the need to identify technology and software to map and assess LOs. At the time of the 2016 team visit, all LO data were housed on the SharePoint website. Prior to this, the college used spread sheets. In 2017, the College purchased eLumen to store, assess, and evaluate LOs ([QF1.1](#)).

The College also identified the need for developing a realistic and achievable timeline for assessing 100% of SLOs every term. The College did develop this timeline and instituted a goal that all SLOs are assessed every semester ([QF1.2](#)). The challenge has remained actually assessing each SLO, each semester without having to take on the extremely time-consuming work of individually reminding every instructor. While initially effective, it was determined that that approach was not sustainable, as shown in the declining faculty participation in the semester-by-semester course assessment below in the data analysis section. Starting in fall 2019, action steps are being taken to alleviate the entire responsibility of faculty participation on the LO coordinator. The College is currently discussing embedding the responsibility of reaching compliance at the department level with department coordinators, rather than it being the sole responsibility of the LO coordinator ([QF1.3](#)). One example of departmental engagement is the *Day of Dialogue*. Each semester, departments devote one faculty meeting to discussing outcomes and sharing best practices, based on the data from the previous cycle ([QF1.4](#), [QF1.5](#), and [QF1.6](#)).

The College also stated the need to review and modify LOs for non-instructional areas. The outcomes were, in fact, reviewed and modified and are now housed in eLumen as well. These outcomes are now identified as goals rather than outcomes because students are experiencing intended goals rather than Learning Outcomes. The goal of the Administrative Services unit and the Student Services unit are to support student learning rather than to provide a direct learning outcome. Therefore, the College now refers to the outcomes in these units as “goals.” As stated, Administrative Unit Outcomes (AUOs) and Student Service Outcomes (SSOs) are housed in eLumen as well but are embedded in the Program Previews and Program Review Reports. The annual Program Review process requires programs and services to review their data regularly to determine whether the unit is accomplishing its goals and objectives ([QF1.7](#)).

The College is still in the process of developing PLOs for all programs and mapping SLOs to PLOs to ILOs in all instructional areas. Once complete, the three outcomes levels will be assessed in eLumen. Program Learning Outcomes (PLOs) were identified in the past; however, as the College has become more adept at developing and assessing SLOs, we find that there is a need to update the PLOs to better-align with the improved SLOs. Therefore, a conscious effort has been made to improve PLO validity and elevate student learning across programs. A SLO Holiday Party and faculty workshop was led by the LO Coordinator, in cooperation with the Program Review Committee, in December 2018 ([QFL.8](#)). Additionally, in spring 2019 the LO Coordinator began visiting departments and leading workshops on PLO development ([QFL.9](#), [QFL.10](#), [QFL.11](#), and [QFL.12](#)).

Project Expansion

The eLumen software is so powerful that the College began using eLumen for Program Review in fall 2018, and in fall 2020, the District will move from the homegrown Electronic Curriculum Development (ECD) system to eLumen as a solution for curriculum development, storage, and reporting. The District will begin the migration from ECD to eLumen in April 2020, and we expect to be fully operational in fall 2020. With this change, SLOs will remain consistent between the SLO system and the curriculum system, which has been an issue in the past. Additionally, eLumen will create the College Catalog with current SLOs, making SLOs easily accessible to the public.

The College's standards for student achievement and Intuitional Learning Outcomes (ILOs) are aligned with the mission statement as it pertains to "empower[ing] a diverse student population to achieve their academic and career goals." The cognitive and social responsibility ILOs support the portion of the College's mission as it pertains to "becoming critical thinkers and socially responsible leaders."

Did Project Achieve the Desired Outcome?

Regarding the desired outcome: "the College strives to consistently determine effective ways to increase the engagement in the improvement of processes to support student learning and achievement," the College has met that goal and strives for continuous quality improvement in regard to student achievement.

Response to the Quality Focus Essay Action Project 2

The second area that the College decided to act on in the Quality Focus Essay was Planning Integration, identified in detail as Action Project 2 in the College's 2016 Institutional Self-Evaluation Report (ISER).

Identified Goals and Outcomes

In the College's 2016 ISER, Part II of the QFE, the College wrote that the Educational Master Plan, the Facilities Master Plan, and the Technology Master Plan needed updates and/or development because they were last updated before 2012-2013. Additionally, the College also identified the need to integrate and align elements of the Student Equity Plan and the Student Services and Support Plan into all planning and outcomes assessment activities.

The College's 2017 Follow-Up Report ([QE2.1](#)), see pages 8-11, submitted to the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges, on October 1, 2017, details how the Institution met the Visiting Team's Recommendation 1, item (2). In Item 2, the visiting team recommended that the College complete its master plans; refine, implement, and systematically assess "these and other institution wide plans and processes." On July 12, 2017, the Los Angeles Community College District (LACCD) Board of Trustees (BOT) approved the College's 2017-2021 Educational Master Plan (EMP); on September 1, 2017, the 2017-2022 LASC Technology Master Plan and 2017-2022 Facilities Master Plan update were approved by the College participatory governance council.

Resulting Changes in Student Achievement and Student Learning

Completion of the master plans have led the College to regularly assess, refine, and implement the various elements proposed in the plans for the improvement of Student Achievement and Student Learning. Since submission of the College's 2016 ISER, three (2017, 2018, and 2019) Planning Retreats ([QE2.2](#)) have been organized. The Annual Planning Retreats are hosted by the Strategic Planning Committee, and they provide a venue for the College to evaluate its progress on the strategic plan, which includes evaluation of the planned master plans objectives and their associated strategic goals and measures.

Results from the retreat activities lead to the development of the Annual Progress Report (APR) ([QE2.3](#)). The APR provides an overall description on the College's progress toward meeting its Institutional Goals, Objectives, and – ultimately – its Mission, as well as a detailed summary of findings and college plans for improvement. The improvement plans contained in the APR are then used to identify and develop interventions that will help the College achieve its strategic goals and master plan objectives; it is an instrument that can be used to support institutional effectiveness and carryout continuous quality improvement for Student Achievement and Student Learning.

Project Expansion

The process of regularly assessing, refining, and implementing planning elements has been expanded to the Program Review (PR) process. In summer 2019, the college set out to revise its Program Review process. The PR process will be streamlined and have a greater emphasis on the progress that programs have made on the objectives that they have set in order to reach the College's Strategic Goals. The improved PR process should be completed and ready for implementation of the College's next Annual Program Review cycle, in 2019-2020.

Did Project Achieve the Desired Outcome? If not, what factors contributed to the outcome?

This project did achieve its desired outcome although not all of the planned activities were completed.

Response to the Quality Focus Essay Action Project 3

The third area that was addressed in the Quality Focus Essay (QFE) portion of the College's 2016 Institutional Self-Evaluation Report (ISER) was Action Project 3—Professional Development.

Identified Goals and Outcomes

In Action Project 3, the College identified the need to review the current professional development plan, expand professional development to include opportunities for all College employees, and determine the best process for ensuring that professional development activities address identified needs. The College also identified the need to compile professional development information about participants and descriptions of professional development activities. Additionally, the Institution wrote that evaluation criteria should be determined for professional development activities and the College should evaluate the impact of professional development activities on the improvement of teaching and learning.

Efforts have been made to provide professional development activities for the LASC community that are relevant and impactful. The Professional Growth Committee has worked to improve the planning of professional development events and establish a process for reflection and evaluation of those events.

As planned, the Professional Development Plan was revised ([QE3.1](#)) and presented to and approved by the Academic Senate ([QE3.2](#)) and College Council ([QE3.3](#)).

Technological tools have been employed to assess professional development needs and elicit feedback on the events held. Periodically, surveys are administered to faculty to help in planning professional development activities. In spring 2016, a needs assessment survey was sent to faculty to help plan for the fall 2016 Flex Day activities ([QE3.4](#)). Additionally, the LASC Academic Technology Committee administered an Instructional Technology Needs Assessment Survey in fall 2017 to assess faculty professional development needs as related to instructional technology ([QE3.5](#)). In spring 2019, another survey was administered to identify the current professional development needs of faculty in order to plan for fall 2019 ([QE3.6](#)). Evaluations for our larger flex events are conducted electronically ([QE3.7](#) and [QE3.8](#)), while smaller events are evaluated with traditional paper processes.

Ample funding is ongoing and available for all professional development events ([QE3.9](#)). Additionally, classified staff is now allocating funds for the implementation of needed professional development. Faculty funds were identified in 2017-2018 and have been reliable and available since. There was collaboration in spring 2019 to coordinate the use of all funds in order to maximize the impact of all professional development funds.

With the addition of Cornerstone, a newly implemented learning management system for finding, signing up for, and tracking professional development opportunities, employees have thousands of free learning modules available to them ([QE3.10](#)).

Resulting Changes in Professional Development

As a result of the process of writing the Professional Development Plan 2017 – 2020, the plan was expanded to include timelines for the planning of annual professional growth activities for all LASC employees. Collaboration with the Guided Pathways implementation team was added to the plan to promote more cohesive planning of campus events. The revised budget reflects equitable use of funds for classified staff and faculty, as can be seen in the budget portion of the Professional Development Plan 2017- 2020 ([QE3.11](#)).

In order to better address the professional development needs of all College employees, especially classified employees, the formation of a Campus Professional Development Committee was approved by College Council in October 2018 ([QE3.12](#)) and a Committee Operating Agreement was drafted at the first meeting ([QE3.13](#), [QE3.14](#), and [QE3.15](#)). The Operating Agreement draft reflects that focus of the committee is coordinating and promoting professional development activities for all college staff that encourage professional and personal growth; collaborating with the Academic Senate Professional Growth Committee in planning and evaluating of programs, projects, and Flex Day activities; creating and conducting a needs survey of all College personnel to recommend and support professional development activities for the year; creating a comprehensive three-year staff development plan; and developing and managing a process for Conference and Workshop/Travel funding for College staff and approving requests for funds ([QE3.16](#)).

Project Expansion

Improved evaluation techniques are needed to better evaluate the smaller events that occur throughout the year. Implementation of Cornerstone in fall 2019 will help us to be more systematic in this area. Cornerstone was implemented in fall 2019, and with its implementation come new opportunities to regulate the evaluation process. Events publicized and managed through Cornerstone can also be evaluated through Cornerstone. With the launch of Cornerstone, the Professional Growth Coordinator will have the ability to track how many participants are attending our events, which employees are attending the events, and how well received these events were. Evaluation and feedback will be required before the training is credited to the participant. This system is available to faculty, staff, and administrators. Additionally, since Cornerstone is linked to California's Vision Resource Center, there is appropriate content for all campus stakeholders. More professional development opportunities will now be available, with flexible hours of availability and unlimited topics. Employees have twenty-four-hour access, seven days a week. A large percentage of scheduled professional development will be devoted to introducing this tool and helping employees to become acclimated with this resource. The goal is to have all campus professional development activities planned, publicized and managed through Cornerstone by the spring of 2020. Cornerstone should be fully integrated into our campus in 2020-2021.

While the more comprehensive Professional Development Committee did meet once, the committee is still in the development stage. The committee will include a newly hired classified personnel who will serve as the Professional Development Coordinator. The committee will be

co-chaired by the Professional Development Coordinator (classified), the Professional Growth Coordinator (faculty), and an administrative representative. Together, they will collaboratively plan for the professional development needs of the entire LASC community. The college requested the Professional Development Coordinator position from the Los Angeles Community College District in April 2019 ([QE3.17](#)). We anticipate the approval and hiring of this new position in the 2019-2020 academic year. Formulation of a true campus-wide Professional Development Committee is sure to have a positive impact on our campus and ensure that the professional development needs of our campus are met.

Annual awards are presented to faculty and staff during Fall/Spring Flex Day activities and during the annual Faculty/Staff Appreciation Celebration. Classified acknowledgements recognize outstanding work performance while faculty awards have focused on outstanding leadership. Awards and presentation should be discussed again in 2019-2020 to establish a system for recognizing all employees in two areas: 1) outstanding work performance and 2) leadership.

The Guided Pathways Coordinators and the Professional Growth Coordinator are planning to coordinate all professional learning activities for the 2019-2020 academic year. A master professional development calendar will be maintained by the Professional Growth Coordinator.

Did Project Achieve the Desired Outcome? If not, what factors contributed to the outcome?

The project did achieve the desired outcome in the areas of reviewing the Professional Development Plan, assessing professional development needs, and implementing a system for compiling professional development information about participants and descriptions of professional development activities. The implementation of Cornerstone will allow for the expansion and improvement of the reporting and evaluating aspects of this project.

DATA TREND ANALYSIS

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Year		
	2015-16	2016-17	2017-18
Institution Set Standard	57.2%	57.2%	57.2%
Stretch Goal	66%	66%	66%
Actual Performance	61.9%	63.7%	64.9%
Difference between Standard and Performance	4.7%	6.5%	7.7%
Difference between Stretch Goal and Performance	-4.1%	-2.3%	-1.1%

Analysis of the data:

Student course completion has increased by nearly 5% in the last three years at LASC. Implementation of accelerated developmental courses in English and math, and adoption of Canvas LMS are believed to have contributed to the increase in student course completion. The LA College Promise, AB 705, NetTutor, Guided Pathways implementation, and related initiatives will continue this upward trend.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Year		
	2015-16	2016-17	2017-18
Institution Set Standard	269	269	269
Stretch Goal	N/A	N/A	N/A
Actual Performance	752	848	746
Difference between Standard and Performance	483	579	477
Difference between Stretch Goal and Performance	---	---	---

Analysis of the data:

At LASC, the standard was based on the number of degrees awarded and not the number of students receiving degrees. Stretch goals were set in fall 2019. The average number of degrees completed over the last three years is 762. Nearly 850 degrees were awarded in 2016-17, but that number decreased to 746 that subsequent year. An increase in the number of program offerings, including transfer degrees, has provided students with more options and they have responded in kind by completing more degree programs. Implementation, district wide, of an automatic awarding system has also contributed to the awarding of more degrees.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Year		
	2015-16	2016-17	2017-18
Institution Set Standard	27	27	27
Stretch Goal	N/A	N/A	N/A
Actual Performance	209	304	273
Difference between Standard and Performance	182	277	246
Difference between Stretch Goal and Performance	---	---	---

Analysis of the data:

At LASC, ISS for this metric included CCCC approved and unsanctioned skills certificates. The standard was set based on the number of certificates awarded and not the number of students receiving certificates. The ISS for this metric also excluded Transfer Studies certificates when originally set. Subsequent to setting the standard, the institution learned that many certificates were not recorded properly in the SIS system. That operational error has since been corrected and the college revised ISS in fall 2019. The institution has overwhelmingly exceeded the ISS over the last three years.

TRANSFER

Category	Reporting Year		
	2015-16	2016-17	2017-18
Institution Set Standard	115	115	115
Stretch Goal	N/A	N/A	N/A
Actual Performance	253	259	316
Difference between Standard and Performance	138	144	201
Difference between Stretch Goal and Performance	---	---	---

Analysis of the data:

The institution has revised ISS and set stretch goals in fall 2019. In the last three years the institution has averaged 276 student transfers, with a peak of 316 in 2017-18. Over that time frame, the institution has continually exceeded the ISS for student transfers to four-year colleges. Improved articulation agreements with four-year partners is one reason for increasing number of transfers.

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Year		
	2016-17	2017-18	2018-19
Number of Courses	374	374	374
Number of Courses Assessed	214	145	113
Number of Programs	98	98	98
Number of Programs Assessed	0	0	0
Number of Institutional Outcomes	5	5	5
Number of Outcomes Assessed	0	0	0

Analysis of the data:

In the last three years LASC has assessed, on average, 42% of its courses. During that time frame the college has switched platforms and the assessment period for learning outcomes. Previously, assessment of SLOs occurred during a six-semester cycle. Currently, the goal is to assess SLOs every semester. That goal has been challenged by the college's adoption of eLumen SLO platform; however, the hiring of a full-time SLO coordinator will facilitate the assessment process. In 2019-20, the college is aligning its PLOs to CLOs, and ILOs to PLOs, in the assessment system, making the assessment of program and institutional outcomes automatic.

LICENSURE PASS RATE

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Registered Nursing	73%	76.9%	69.2%	76.1%	3.9%	-3.8%	3.1%	N/A	---	---	---

JOB PLACEMENT RATE

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		2017-18	2018-19	2019-20	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Business and Management	N/A	73.2%	64.3%	73.1%	---	---	---	N/A	---	---	---
Information Technology	N/A	50.0%	71.4%	100.0%	---	---	---	N/A	---	---	---
Education	N/A	N/A	100.0%	N/A	---	---	---	N/A	---	---	---
Engineering and Industrial Technologies	N/A	88.9%	42.9%	66.7%	---	---	---	N/A	---	---	---
Health	N/A	81.5%	85.7%	87.5%	---	---	---	N/A	---	---	---
Family and Consumer Sciences	N/A	83.3%	58.1%	61.4%	---	---	---	N/A	---	---	---
Law	N/A	0.0%	100.0%	N/A	---	---	---	N/A	---	---	---
Public and Protective Services	N/A	66.0%	79.0%	63.9%	---	---	---	N/A	---	---	---

N/A: Indicates that ISS is not available because the institution did not establish set standards in these years or Cohort has no students.

Cohort has fewer than 10 completers.

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
General Fund Performance			
	2016-17	2017-18	2018-19
Revenue	648,918,659	683,499,572	707,656,356
Expenditures	666,175,726	667,618,279	683,830,788
Expenditures for Salaries and Benefits	557,491,315	566,876,508	574,207,897
Surplus/Deficit	(17,257,067)	15,881,293	23,825,568
Surplus/Deficit as % Revenues (Net Operating Revenue)	-2.7%	2.3%	3.4%
Reserve (Primary Reserve Ratio)	17.0%	18.8%	21.6%

Analysis of the data: The above trend shows the Reserve has steadily increased for the past 3 fiscal years.

Other Post-Employment Benefits

	FY 16/17	FY 17/18	FY 18/19
Actuarial Accrued Liability (AAL) for OPEB	733,358,891	690,480,715	696,537,302
Funded Ratio (Actuarial Value of Plan Assets/AAL)	11.4%	14.3%	16.3%
Annual Required Contribution (ARC)	N/A	N/A	N/A
Amount of Contribution to ARC	28,346,435	35,453,915	35,413,966

Analysis of the data: Although the AAL is actuarially determined with myriad of factors, the District is committed to continuously contribute the pay-go amount plus 1.92% of the total full-time salary expenditure in order to steadily increase the Plan Assets.

Enrollment

	2016-17	2017-18	2018-19
Actual Full-Time Equivalent Enrollment (FTES)	107,984	100,045	98,139

Analysis of the data: During the transition to Student Centered Funding Formula (SCFF), this new formula provides a hold-harmless provision wherein Community Colleges will receive no less in total apportionment funding than they received in FY2017-18 with adjustments for COLAs through FY2021-22. Even with this provision, the District received approximately \$20 million of additional revenue due to the SCFF calculation.

Financial Aid

	2014	2015	2016
USED Official Cohort Student Loan Default Rate (FSLD - 3	27.0%	17.0%	17.0%

Analysis of the data:

The above trend shows the Default Rate is improving for the past 3 years. Districtwide average has the same trend and the Default Rates are 13% (2016), 15% (2015), and 19% (2014).

APPENDIX A

LIST OF SUPPORTING EVIDENCE

Statement on Report Preparation

- D.01 Accreditation Midterm Report Groups
- D.02 College Council Meeting Minutes May 7, 2019
- D.03 Accreditation Committee Charge
- D.04 ACCJC Reaffirmation Letter Sample
- D.05 District Accreditation Committee Minutes August 2019
- D.06 IESS Agenda January 22, 2020
- D.07 Board Agenda February 5, 2020

District Recommendation 5

- D5.1 SRP Board Approval
- D5.2 SRP Overview
- D5.3 Classified Staffing Request
- D5.4 Academic Staffing Request
- D5.5 Sample Staffing Reviews
- D5.6 IT Evaluation Approval
- D5.7 IT Evaluation Summary
- D5.8 IT Evaluation Board Report

District Recommendation 7

- D7.1 OPEB Funding History
- D7.2 OPEB Asset Statement

District Recommendation 9

- D9.1 Sample Committee Evaluation
- D9.2 Survey Report
- D9.3 Survey Overall Results
- D9.4 Public Forum Responses
- D9.5 Final Board Presentation
- D9.6 Chancellor's Directive 70
- D9.7 Example Regulation Sign-Off
- D9.8 Board Agenda Sample Item S.1

District Recommendation 12

- D12.1 Evidence of Posting
- D12.2 Governance Survey Summary
- D12.3 IESS March 2019 Agenda

- D12.4 Board Agenda April 2019
- D12.5 Sample Posting
- D12.6 Senate Agenda
- D12.7 Web Redesign RFP

College Recommendation 2

- CR2.1 LASC Participatory Decision-Making and Integrated Planning Handbook
- CR2.2 List of ASO Council Members Serving on Campus Committees
- CR2.3 March 2019 Local Vision Goals Alignment Meeting Sign-In Sheet
- CR2.4 Spring 2018 Strategic Planning Retreat Sign-In Sheet
- CR2.5 September 2019 Guided Pathways Steering Committee Minutes
- CR2.6 Guided Pathways Student Survey
- CR2.7 Student Union Building Draft Programming Report Email
- CR2.8 President's Meeting with ASO President Calendar Event
- CR2.9 LASC Staff Professional Development Committee Proposal
- CR2.10 College Council Meeting Minutes December 4, 2018
- CR2.11 AB705 Presidential Task Force Recommendations for Full Implementation of AB705
- CR2.12 LASC Charge to the Student Equity and Achievement Program Advisory Committee (SEA-PAC)
- CR2.13 LASC IEPI Guided Pathways Self-Assessment
- CR2.14 IEPI SEM Institutional Self-Assessment
- CR2.15 IEPI 2018/2019 SEM Program Cohort
- CR2.16 IEPI 2018/2019 SEM Program
- CR2.17 LASC Committee Membership Makeup Chart
- CR2.18 President's Meeting with AFT 1521A Leadership Agenda, July 23, 2018
- CR2.19 President's Meeting with AFT 1521A Leadership Agenda, February 22, 2019
- CR2.20 President's Meeting with AFT 1521A Leadership Agenda, March 15, 2019
- CR2.21 President's Meeting with AFT 1521A Leadership Agenda, April 19, 2-19
- CR2.22 President's Meeting with AFT 1521A Leadership Agenda, May 17, 2019
- CR2.23 President's Meeting with AFT 1521A Leadership Agenda, June 21, 2019
- CR2.24 2019 Faculty and Staff Recognition Day Flyer
- CR2.25 President's Email to Campus about President's Office Events

College Recommendation 9

- CR9.1 Email with LASC CMMS Training Dates
- CR9.2 Work Order Summary Report, July 2018
- CR9.3 Fall 2018 Flex Day Agenda
- CR9.4 Screenshot of CMMS Simplified Screens
- CR9.5 Post-Hearing Brief of the Los Angeles Community College District (LACCD)
- CR9.6 LACCD Emergency Plan
- CR9.7 LACCD Active Shooter Procedural Checklist
- CR9.8 Memorandum on LACCD Emergency Response Training and Exercises Fall 2019
- CR9.9 LASC EOC Training Roster, August 13, 2019
- CR9.10 Hearing Opinion and Award, Issued August 20, 2019

CR9.11 LASC Custodial Assignments
CR9.12 Build LACCD Districtwide Physical Security Update
CR9.13 Office of the President Response to WEC Recommendations, Fall 2018

Quality Focus Essay, Action Project 1

QF1.1 eLumen Contract 2017-19
QF1.2 Senate Noticed Motion on SLO Assessment
QF1.3 Student Equity Funding Request for LO Department Coordinators
QF1.4 English and Foreign Languages Department Day of Dialogue and Reflection, Fall 2017
QF1.5 Math Department Day of Dialogue and Reflection, Fall 2017
QF1.6 Library Day of Dialogue and Reflection Report, Fall 2017
QF1.7 eLumen Report on AUOs
QF1.8 SLO Holiday Party Flyer, December 2018
QF1.9 Program Learning Outcomes Initial Learning Strategies and Curriculum Mapping Techniques PowerPoint
QF1.10 Math Department Meeting Minutes, February 19, 2019
QF1.11 Math Department Program Learning Outcomes
QF1.12 Business Department Meeting Minutes, April 23, 2019

Quality Focus Essay, Action Project 2

QF2.1 LASC 2017 Accreditation Follow-Up Report
QF2.2 LASC Annual Planning Retreat Documents
QF2.3 LASC 2017-18 Annual Progress Report

Quality Focus Essay, Action Project 3

QF3.1 Professional Development Plan 2017 - 2020
QF3.2 Academic Senate Meeting Minutes November 13, 2018
QF3.3 College Council Meeting Minutes December 4, 2018
QF3.4 Los Angeles Southwest College Faculty/Staff FLEX Survey, Spring 2016
QF3.5 LASC Instructional Technology Needs Assessment Survey, Fall 2017
QF3.6 LASC Professional Development Survey, Spring 2019
QF3.7 LASC FLEX Day Survey, Spring 2017
QF3.8 LASC FLEX Day Survey, Fall 2017
QF3.9 Professional Growth Budget Report 2019 - 2020
QF3.10 Cornerstone Training Options Screenshot
QF3.11 Professional Development Plan 2017 - 2020
QF3.12 College Council Meeting Minutes October 2, 2018
QF3.13 Campus Professional Development Committee Agenda November 7, 2018
QF3.14 Campus Professional Development Committee Minutes November 7, 2018
QF3.15 Campus Professional Development Committee Sign-In Sheet November 7, 2018
QF3.16 Campus Professional Development Committee Operating Agreement Draft
QF3.17 Professional Development Coordinator Classified Staffing Request Form