



California Community Colleges

Institutional Effectiveness

Partnership Resource Teams Summary of Initial Visit Date of Visit: March 8, 2021

Name of Institution: **Los Angeles Southwest College**

Partnership Resource Team Members: Kristina Hannon, Bridget Herrin, Howard Kummerman, Elizabeth Pratt, Linda Snider, Robin Steinback (Lead)

Area of Focus	Institution's Point Person or Group, If Known	Heard during the Visit: Institutional Activities Underway	Heard during the Visit: Ideas Expressed by the Institution	Other IEPI Resources Needed?
A. Integrated Strategic Master Planning <i>Assistance with development of an integrated strategic education master plan that includes Enrollment Management, Technology, Facilities, and Marketing with emphasis on Guided Pathways and Vision for Success.</i>		<ol style="list-style-type: none"> 1. Integrated Planning: <ol style="list-style-type: none"> a. LASC developed a Strategic Educational Master Plan through an inclusive process. The SEMP aligns college goals, district goals, and Vision for Success goals within an overall framework. The SEMP is currently in review by LASC shared governance process and expected to be fully endorsed in early spring 2021. b. LASC has been intentional about integrating Guided Pathways into governance and college culture, even during the pandemic. The Scale of Adoption Assessment (SOAA) has been shared with every college committee and GP is on committee agendas with goal that the SOAA is an anchor for decisions. 2. Enrollment Management <ol style="list-style-type: none"> a. LASC has a well-developed Guided Pathways webpage in which students can explore and connect to programs of study and seek support services. b. The faculty completed a year-long curriculum cleanup project in which the catalog was clarified, course offerings reviewed and streamlined for guided pathways and implementation of Program Mapper. For any given pathway, Program Mapper provides students with a visual representation of courses and the sequence in which courses are to be taken. c. In response to the Cambridge West Report, LASC has developed two-year class schedule plans to ensure courses are sequenced so that students can complete 	<ol style="list-style-type: none"> 1. Integrated Planning <ol style="list-style-type: none"> a. Over many years, LASC has experienced leadership turnover (4 presidents in 5 years), and challenges with the district budget allocation model contributed to a sense of crisis. However, current president has been at LASC for 2.75 years, is respected, and has led from strength-based action-orientation. Leadership stability, recent action by the district to relieve LASC of long-term debt obligation, and pandemic conditions that have brought people across the college together, working more as a team from their greatest strength – passion for the success of students and urgency to transform the college and serve their community. b. Stakeholders expressed a desire for LASC to define for itself what it will be as a small comprehensive college. Its strong, committed faculty core is eager to provide leadership in establishing the college's identity. Stakeholders expressed interest in courageous conversations about educational programs, support and administrative services and how they will do things differently. c. Interviewees are committed to doing the work to be a self-sustaining college. d. Concern about district plans to convert LASC to noncredit college or convert to satellite of another college in LACCD. 	<ul style="list-style-type: none"> •

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		<p>two-year degrees within this time frame. These course schedule plans are aligned with Guided Pathways and also includes allocation of contact hours to departments. The first term for implementation is fall 2021.</p> <p>d. Class cancellation policy, process and timeline document was developed jointly by administration and faculty leadership. It defines roles, activities, and criteria for adding/cancelling classes. It was approved by the Academic Senate, 2020.</p> <p>e. The enrollment management plan is organized around the four pillars in guided pathways framework.</p> <p>f. A summit meeting is planned for March 19, with faculty and others in college leadership to explore ideas and strategies for addressing declining enrollments, achieving a balanced budget and strategies for the future.</p> <p>g. LASC is working to create Dashboards that automatically update and are intended to address information capacity issues.</p> <p>h. Dual Enrollment: LASC has pivoted from courses meeting A-F requirements to an emphasis on CTE programs that rapidly prepare students for jobs upon graduation from high school.</p> <p>i. The early college high school on LASC is focused on AA/AS -Transfer degree programs</p> <p>j. In-reach for student retention and outreach efforts for student recruitment include student ambassadors, active telephone campaign, and visitations to churches and high schools.</p> <p>k. In early stages of implementing Early Alert program that includes phone calling, and wraparound services to support and assist students with continued enrollment and progress toward educational goal.</p> <p>3. Technology</p> <p>a. District was implementing a consolidation of IT prior to pandemic. College representatives are involved in the IT consolidation.</p> <p>b. Due to closure order and COVID pandemic, college acquired software and web-based tools that provided for continuity of instruction and services, brought employees together collaboratively in ways they had not previously worked, and revitalized their student-focused service. They have acquired specialized software, leveraged</p>	<p>e. There is a desire for committees to do thoughtful work and make recommendations around meeting students where students are and addressing student needs.</p> <p>f. The Strategic Educational Master Plan is aligned around principles and the college mission and with operationalized documents; it should provide the recipe for how the college is to run.</p> <p>g. There is an interest in more fully connecting program review with planning processes.</p> <p>h. There is a desire to update the Decision-Making Process Handbook so that it reflects integration of planning as represented in the SEMP.</p> <p>i. Data and reports to support the work of strategic planning, committees, departments and other units in the college are not readily available. The position of institutional researcher is vacant. At this time LASC is dependent upon dean of institutional effectiveness, researchers from other LACCD colleges (working overtime), and district research office to provide support.</p> <p>2. Enrollment management:</p> <p>a. Many stakeholders expressed an interest in revisiting and understanding the 6,000 FTES as “break even” measure for sustainability. Stakeholders would like greater understanding of the analyses, impact of current realities faced by LASC, and the factors for determining appropriate size of the institution.</p> <p>b. There is desire to increase student retention and student completion rates and to address factors that affect these rates.</p> <p>c. There is a desire to develop a more transfer-minded student and college culture. As part of this desire, there is interest in greater emphasis on ADTs and obligation to offer transfer degrees that move students on to baccalaureate and graduate studies.</p> <p>d. There is a desire to explore more seamless transition from noncredit to credit programs, and as part of this effort to extend the guided pathways framework from non-credit to credit programs.</p> <p>e. There is a desire to expand apprenticeships.</p> <p>f. There is a desire to expand Pathways 2.0 to involve more faculty champions, involve industry professionals, develop more student ambassadors.</p>	

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		<p>technology, and enhanced connectivity to ensure that students have access and also that employees have what they need to work remotely. The result is that COVID has informed college operations and what they may need moving forward even as conditions improve and operations are restored to campus.</p> <p>c. The college has aligned discussions and decisions about technology with Guided Pathways framework.</p> <p>4. Marketing</p> <p>a. The college produces two newsletters that go out twice per month, one to internal audience and the other for the community. In addition, the PIO sends out press releases, and distributes information on five social media sites. Assessment of college return on investment in these media is routine and ongoing.</p> <p>5. Facilities</p> <p>a. Student Union building will soon come online.</p> <p>b. Facility planning takes into consideration anti-racism, equity and inclusion.</p> <p>c. District recommendation is that college maintain at least Alpha Level 3 staffing for custodians, gardeners and trades.</p>	<p>g. There is a desire to increase the number of dual enrollment courses and number of students enrolled in them in the high schools in LASC area.</p> <p>3. Technology</p> <p>a. Would like to see the college deploy more technology to assist with scheduling and would like a product that provides predictive analytics and/or uses AI.</p> <p>b. Would like to have more direct technology connection among Catalog, Program Mapper, Schedule development, and PeopleSoft. This will require district cooperation, but participants believe the framework for linking these elements together is possible in the interest of more predictive planning and flexibility of just-in-time responsiveness.</p> <p>4. Marketing</p> <p>a. LASC has strong community relations, and personnel see themselves as intellectual and social hub for the community. They seek culture of belonging for their students. There is desire that marketing and public relations reflect and celebrate these aspects of LASC.</p> <p>b. There is a desire that marketing for the college should emphasize that the same power of the college founders is in the students themselves; lives are changed at LASC.</p> <p>c. There is a desire that LASC celebrate its successes, small and large, within the college and with the community.</p> <p>d. There is a desire that outreach and marketing be more intentional and strategic.</p> <p>5. Facilities</p> <p>a. District recognizes concern that staffing to care for buildings must be taken into consideration to ensure safe, positive learning and working environment.</p>	
<p>B. Human Resources Restructure Assistance with assessing human resources infrastructure and staffing to provide recommendations on an infrastructure that supports LASC's</p>		<ol style="list-style-type: none"> LASC is working with a consultant to conduct a needs assessment and assist with imagining how to do things differently and with developing a restructure plan. Hiring freeze for the past two fiscal years, and early retirement incentive plan has created 42 vacancies. Fiscal Recovery Plan in place through 2021, published on college website and updated monthly. College has created the Inclusion, Diversity, Equity and Anti-Racism Task Force. 	<ol style="list-style-type: none"> There is a desire to eliminate silos. Leadership is working more in partnership as exemplified by joint work in support of guided pathways implementation and response to the pandemic. Personnel (salaries and benefits) represent 101% of the LASC budget. Many 1-person departments create bottlenecks, inefficiencies, and challenges with release time for professional growth. 	<ul style="list-style-type: none"> •

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strategic priorities and goals; best practices on embedding equity and diversity into hiring committees and processes.		5. College stakeholders participate in the district Diversity, Equity and Inclusion Task Force.	4. Critical positions are still vacant. Filling positions takes a long time. 5. Better utilization of existing personnel; reduce redundancies and duplicative work. 6. The district personnel commission is slow to respond to college requests to fill approved vacancies. Employee lists are often out of date, processes limit retraining and cross-training of employees and ability to offer advancement opportunities for employees. 7. Want employees, new and current, to feel heard, valued, engaged, and invested in the success of students and the college. 8. Interest in strategies for increasing employee engagement. 9. Would like to see more celebration and recognition of individual employees for their contributions and spotlight on the good things they are doing.	
C. Foundation Support <i>Assistance with developing a strategic fundraising plan for the Foundation to increase its fundraising capacity to support scholarships, innovation and institutional needs.</i>	Dr. Seher Awan, President	1. LASC created an alumni association. 2. President Change Circle created, raised \$25,000 for student scholarships under auspices of LACCD Foundation. 3. President brought in consultant to engage the Foundation Board in training. 4. Formal agreement between LACCD on behalf of LASC with the Foundation includes clearly defined roles, expectations, and timeline to achieve outcomes. This agreement was approved in November 2020 and is subject to annual review.	1. Foundation has provided no student scholarships or support to LASC for many years. 2. Desire to strengthen and scale up President Change Circle to work with community partners, alumni, and campus to raise funds for student scholarships, cultivate donors and financial gifts in support of programs and services.	
D. Professional Development <i>Assistance with the development of a comprehensive program that provides sustainable professional development experience for all employees</i>		1. LASC is participating and sending college teams to monthly convenings of the CCC Racial Equity Leadership Alliance through USC Race and Equity Center. 2. Faculty professional development a. Implemented Communities of Practice b. Connected to Vision Resource Center c. Professional learning around distance education d. Connected to OER resources e. Coordinating with other colleges in LACCD for district-wide kickoff with notable speaker for fall 2021 f. Committee has focused on bringing in new ideas with mix of established faculty and new faculty voices. 3. Teaching and Learning Institute, with nine faculty per term, will commence fall 2021.	1. Stakeholders identified with having a culturally responsive college culture and desire to create opportunities and space for employees to come together for collective and inclusive college-wide professional development. 2. More input needed from classified professionals about their professional development and strategies for encouraging their participation.	