

FOLLOW-UP REPORT

Submitted to:

**The Accrediting Commission
for Community and Junior Colleges**

**Western Association of
Schools and Colleges**

Submitted by:

**Los Angeles Southwest College
1600 W. Imperial Highway
Los Angeles, CA 90047**

March 15, 2009

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Statement on Report Preparation

Following the ACCJC Focus Visit in April 2008, the campus was informed that it had been given a sanction of Probation. Beginning early July 2008, the College President began open meetings with the College community to discuss the steps necessary to prepare for the March 2009 Follow-Up and Mid-Term reports. Simultaneously, a planning team, consisting of President Daniels, Vice President Doffoney, Dean Walden (Accreditation Co-Chair and Accreditation Liaison), and faculty member, Glenn Yoshida (Accreditation Faculty Co-Chair) met regularly to develop strategies to complete both the reports and prepare for the Spring 2009 team visit. Eventually, an accreditation task-force was formed in early October 2008, consisting of six faculty members (Tangelia Alfred, Rose Calderon, Al Cowart, Lisa Ford, Sabrena Turner-Odom, and Glenn Yoshida, two administrators (Vice President of Academic Affairs, Ms. Leige Doffoney and Dean of Academic Affairs, Dr. Dan Walden), Sean Gallagher (a District assistant), and Traci Tippens (Senior Secretary). The task-force met nine times (October 8, 16, 20, 29, November 4, 12, 24, and December 1, 10) during the Fall 2008 semester and utilized the *2006 Accreditation Follow-Up Matrix* to develop narratives responding to each of the four recommendations.

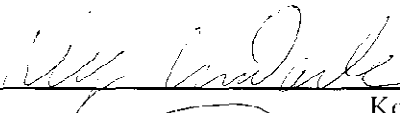
The response and evidence for Commission Recommendation 1 was provided by the District Liaison for Accreditation and the Los Angeles Community College District (LACCD) Vice Chancellor for Institutional Effectiveness. Numerous College personnel were contacted for their input by task-force members. A shared computer drive was created to store electronic files of drafts and evidence. During January and February of 2009, this report was further refined and edited by Dean Walden with assistance from Professor Glenn Yoshida and District staff. On February 18, 2009, the Follow-Up Report draft was distributed by email to all College personnel for review and feedback. The College Council, representing all College constituency groups, met on February 19, 2009 and approved the final draft, which was then forwarded to the College President. Subsequently, the Follow-Up Report was reviewed by the LACCD Board of Trustees' Committee on Planning and Student Success and approved by the full Board of Trustees on February 25, 2009.

Accreditation Follow-Up Report

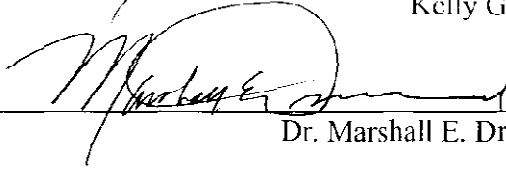
Submitted by
Los Angeles Southwest College

March 15, 2009

Approved by the LACCD Board of Trustees February 25, 2009



Kelly G. Candaele, President



Dr. Marshall E. Drummond, Chancellor

2-25-09

Dated

Certification of Institutional Follow-Up Report

Los Angeles Southwest College March 15, 2009

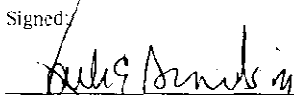
To: Accrediting Commission for Community and Junior Colleges, Western
Association of Schools and Colleges

From: Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

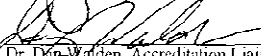
This institutional progress report is submitted to fulfill the requirement from the January 30, 2009 ACCJC letter to the college president.

We certify that there were opportunities for broad participation by the campus community, and we believe the follow-up report accurately reflects the nature and substance of this institution.

Signed:




Dr. Jack B. Daniels III, President, Los Angeles Southwest College




Dr. Don Warden, Accreditation Liaison Officer



Regina Andrews, President of Associated Students Organization



Alfred Reed, Jr., Academic Senate President, Los Angeles Southwest College




Dr. Sandra Lee, LASC Chapter President, AFT College Faculty Guild-1521



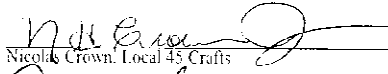
Dr. Ernestine Thomas-Roberston, LASC Chapter Chair, Teamsters Local 911



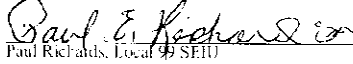
Reginald D. McCoy, Local 721 Supervisory



Linda F. K., Interim Chapter Chair, AFT College Staff Guild-1521A



Nicole Crown, Local 45, Crafts



Paul Richards, Local 99 SEIU

Recommendation 1

Although the College has made significant progress in the program review process of instructional programs, the team recommends, as did the team in 2000, that the College implement a program review process, different from unit planning, for non-instructional programs including student services to evaluate their effectiveness and assist in planning (Standards IB.1, IB.2, IB.3, IIB.3, IIB.3.c, II.B3.e, II.B4, II.C2, IVA.1, IVA.2a, IVA.2b, IVA.3).

Summary

Los Angeles Southwest College (LASC) has implemented a non-instructional program review (NIPR) process (different from unit planning) that meets the requirements of this recommendation and the referenced standards. Using a collaborative process, the College developed an instrument that can be used across programs to evaluate the effectiveness of non-instructional units and assist them in annual and long-range planning. One of the unique characteristics about LASC's NIPR process is its annual practice. While many colleges are on multi-year cycles, with perhaps annual updates, LASC has chosen to have each of its non-instructional units do a full program review each year. This was done in order to better meet the various service needs of students as well as administrative needs on a continuous basis. This annual process has since been integrated into the annual planning cycle of the College calendar to assist in developing the annual Integrated College Operational Plan (ICOP). By summer 2008, the College completed 100% of its 2007-2008 non-instructional program reviews, and, as of the writing of this report, has completed most of the 2008-2009 NIPRs.

Background: 2006-Spring 2008

Creation of a Non-Instructional Program Review Template

On October 24, 2007, the Vice President of Student Services convened a team of managers and representatives from non-instructional areas, e.g., Career Center, Admissions and Records, Bridges to Success, CalWORKs, Educational Opportunities Programs and Services (EOP&S), Center for Retention and Transfer (CRT), Disabled Students Programs and Services (DSP&S), Financial Aid, Matriculation, Counseling, Student Services' Office, etc., to discuss the requirements necessary to meet this recommendation [1.1]. One of the College deans, with a background in research and planning, led the discussion and explained what is usually contained in a program review that was not present in the unit planning process. For example, a program review typically analyzes data and student feedback and, usually looks at trends over time. As non-instructional areas, they might be particularly interested in feedback from students at the point-of-service or post-service, or the numbers of students served, and the characteristics/demographics of those students. After some discussion, a process for development of a non-instructional program review (NIPR) template that could be used across programs and a timeline [1.2] for development was decided upon. One of the faculty Counselors agreed to work with the Dean, under the direction of the Vice

President of Student Services, to develop a draft of the NIPR template and distribute it to the non-instructional areas for feedback and input.

Over the next three months, this two-member team met numerous times while developing the first draft of the NIPR. Some of the actions taken in the development of this draft were as follows:

- Met with and received feedback from 10 LASC non-instructional program review representatives
- Reviewed the LASC unit planning process
- Reviewed the LASC instructional program review process
- Reviewed the LACCD District Planning Committee program review content recommendations
- Reviewed ACCJC Recommendation 1
- Reviewed ACCJC Accreditation Standards *IB.1, IB.2, IB.3, IIB.3, IIB.3.c, II.B3.e, II.B4, II.C2, IVA.1, IVA.2a, IVA.2b, and IVA.3*

Using the College's academic program review template as a construct and the sources mentioned above, a draft was created by late February 2008. The draft was then sent out for feedback and review to the program directors, managers, deans, and vice presidents [1.3]. Throughout the development of the template, the process participants included administrators, institutional researcher, program managers/directors, classified staff, and faculty. The final document was approved by the President on March 5, 2008 with a directive given to the College vice presidents to implement the process immediately [1.4].

Key Elements of the Non-Instructional Program Review [1.5]

The NIPR is conducted annually and considered as part of the overall annual planning and budgeting process. The following key elements are to be taken into consideration:

- Evaluation of the previous year's objectives
- Numbers and demographics of students served
- Student feedback, such as:
 - Point of service surveys that have been developed for all student service areas [1.6]
 - Focus groups
 - Student interviews
 - Campus-wide surveys
- Interrelationships with other departments/programs
- Program facility, personnel, and resource needs
- Professional development activities of department personnel
- Student Learning Outcomes
- SWOC analysis
- Review of the previous year's NIPR objectives
- Prioritization of NIPR objectives for the following year
- Ranking of resource requests to be submitted to the College Budget Committee
- Final recommendations for each non-instructional program

Adoption of a Timeline for Completion

The College adopted the following timeline for completion of the 2008 NIPRs:

- Orientation/training March 10, 2008 [1.7]; additional one-on-one trainings were provided for those unable to attend the plenary session and/or for those who needed additional assistance
- Completion and return of the NIPRs to the area Vice President by May 31, 2008 [1.8]
- Vice President's review and sign-off by June 30, 2008

Progress: Since Spring 2008

By July 1, 2008, 100% of the 2007-2008 non-instructional program reviews from Academic Affairs, Administrative Services, and Student Services were completed using the approved template. These program reviews are available for review by electronic file [1.9].

Examples of Non-Instructional Program Changes and Improvements Made as a Result of the 2007-2008 NIPR Process [1.10]

- Admissions Office scheduled SLO training for all office personnel for Spring 2009
- CAHSEE began using a radio station ad to market the CAHSEE program to Latino students
- CAHSEE increased the number of overall participants in the program from 85 to 148 students
- CalWORKs instituted one new, modularized Learning Skills course (LRNSKIL 7ABC, Basic Composition) and plans to reactivate another (LRNSKIL 20, Effective Note-taking)
- Center for Retention and Transfer (CRT) increased outreach to Latino students on the campus
- CRT increased collaborative efforts with faculty to strengthen the transfer curriculum and course articulation
- Child Development Center increased the number of brochures and pieces of information produced bilingually
- DSP&S increased the number of students served from the prior year by 5%
- Educational Talent Search produced all program material in both English and Spanish to respond to growing Latino demographics in target schools
- EOP&S instituted the diagnostic assessment for all EOP&S/CARE students in order to better counsel the students in their academic strengths and deficiencies and place them more accurately in the appropriate course and with a tutor
- EOP&S instituted a "Student Success Contract" for students whose GPA is below 2.0
- Librarians have intensified the collection of point-of-service data to better monitor services to students; for example, librarians now tally point-of-service surveys every hour

- Upward Bound increased male outreach to decrease the gender gap in college enrollment and participation
- Upward Bound improved tracking of program participant eligibility and academic performance through the use of the Blumen database

In early Fall 2008; the College developed a timeline for the completion of the next annual cycle of NIPRs to cover the 2008-2009 academic year [1.11]. As of the date of this report, 100% of the Academic Affairs and all but one of the Student Services areas have completed their 2008-2009 NIPRs [1.12]. Administrative Services has not completed its reviews as of this report. That area is poised to complete its 2008-2009 reviews by March 31, 2009 and is being led by the Vice President of Administrative Services, a position filled in January 2009 [1.13].

Implementing two successful cycles of NIPRs, during which time the College was also revising its planning process, provided an opportunity for the College to institutionalize the NIPR process into the new *Strategic Planning Handbook* that was recently adopted and approved by both the Academic Senate and College President. As a result, the NIPR process is now thoroughly integrated into the strategic budget and planning process [1.14].

Future Plans

The recently approved *Strategic Planning Handbook* calls for the establishment of a Non-Instructional Program Review Committee. This committee will be responsible for reviewing and recommending changes to the NIPR process on campus. Its members will develop written internal procedures and timelines for linking and sharing information with other planning groups referred to within this planning handbook.

Evidence

- 1.1 Student Services Agenda (October 2007) with NIPR
- 1.2 NIPR Preparation Timeline
- 1.3 Confirmation email to Managers/VPs
- 1.4 Confirmation email from President
- 1.5 NIPR (2007-2008) Template
- 1.6 Point-Of-Service Surveys
- 1.7 NIPR Orientation (March 2008)
- 1.8 Confirmation email from VP SS
- 1.9 Completed NIPRs (2007-2008)
- 1.10 Examples of Improvements
- 1.11 NIPR (2008-2009) Timeline and Template
- 1.12 Completed NIPRs (2008-2009)
- 1.13 Confirmation email from new VP of AS
- 1.14 *Strategic Planning Handbook* (2009)

Recommendation 2

The team recommends that the college develop and implement a plan to address the problems of low retention, persistence, and success rates of students who enter the college without sufficient academic preparation. (Standards IA.1, IB.7, IIA.2d, IIIB.1, IIIB.2, IIID.1, IVA.5)

Summary

Since late summer of 2006, the College has devoted considerable human, physical, and financial resources to addressing the needs of underprepared first-time and continuing college students. In 2006, the College drafted its first Basic Skills Plan. The goals and objectives in this plan were meant to guide college-wide basic skills reform efforts through 2009. In the summer of 2008, the College built upon the foundation of this initial effort by developing a comprehensive three-year *2008-2011 Student Success Plan*. This new plan not only builds upon the successes of the past but offers a more systematic approach to strategies for addressing the needs of underprepared students. Most importantly, the new plan improves upon the previous one by analyzing recent campus data, particularly the work of the California Benchmarking Committee. The first phase of the *2008-2011 Student Success Plan* is being implemented during the 2008-2009 year, and additional actions and reforms are slated to continue through 2011. The commitment of the College to meet this recommendation is evidenced by the creation of this new plan and by the fact that the College has fully funded the plan so that every first-year activity has been budgeted in order to ensure successful implementation.

Background: 2006-Spring 2008

The Basic Skills Taskforce

In November 2006, the College organized a “Basic Skills Taskforce” to address the problems of low retention, persistence, and course completion rates of students taking basic skills courses. The task force created an aggressive six-month action plan to address the needs of these underprepared students [2.1]. The English and Foreign Language department reviewed the plan and gave input for strategies to improve student success and retention among basic skills students. After receiving approval from the College President in late Fall 2006, the College moved forward to implement the plan in January 2007 [2.2]. However, full implementation was delayed in order to provide for more campus discussion and support, which resulted in modifications, new ideas, and changes in the timelines. In its initial effort to meet this recommendation, from January 2007-June 2007, the campus implemented several of the recommendations cited in the plan.

Elements of the Fall 2006 Plan Implemented

- In January 2007, an English faculty member was reassigned 50% to the Learning Resource Center (later named Learning Assistance Center and most recently renamed Academic Success Center) to coordinate the day-to-day

work of the tutoring center, monitor its personnel, write a new basic skills curriculum, and work with the Dean and department chairs to implement new basic skills strategies [2.3]

- In January 2007, an English adjunct faculty member was assigned 30 hours per week for a six-month period to do the following [2.4]:
 - Write the curriculum for a 12-unit block of courses for students who place below the minimum assessment cut scores of Developmental Communications 21 and 23
 - Create a plan, coordinated with chairs across the curriculum, to offer assistance to students who assess at the basic skills level
 - Provide intensive tutoring and tutor-training for all disciplines
 - Identify a 1-unit study skills course for students in Writing Across the Curriculum (WAC) paired with dedicated cohort classes through English 28
 - Sponsor student success events to increase student engagement with pride in academic culture and engagement
 - Research successful programs at other campuses and incorporate ideas at the College
 - Provide innovative arenas and avenues for student learning, e.g., formal study groups and outside speakers
 - Improve student success with outreach to special populations on campus
- During Spring 2007, five tutor-led Student Success Workshops were offered [2.5]
- During a special orientation on February 2, 2007, a workshop was provided for new students assessed at the basic skills levels [2.6]
- Beginning January 2007, the athletic director along with the athletic coaches agreed to require student athletes to report to the Learning Resource Center twice per week for tutoring or assisted study [2.7]

2007 College Restructuring

Throughout Spring 2007, faculty and administrators continued to work together and discuss ways to develop and implement a more comprehensive approach for enhancing the delivery of instructional programs and support services to students taking basic skills courses [2.8]. As a result of these ongoing meetings, the administrative areas of academics and student services were reorganized in July 2007 with the goal of synergizing curriculum, educational programs, and student services in order to provide a more cohesive and effective delivery of basic skills instruction and support to students [2.9]. Another aim of this restructuring effort was to increase communication between the academic/instructional and student services areas of the campus and to encourage campus entities to work together more collaboratively to address the issues of underprepared students [2.10].

As the centerpiece of this college-wide reform, the Vice Presidents of Academic Affairs and Student Services were given responsibilities for components of both

academic/instructional and student service areas, and the designations of “Academic Affairs” and “Student Services” were dropped from their titles. In addition, one of the College deans was designated as the Dean of the Student Success Center and Retention and charged with coordinating the work of campus learning labs and overseeing the newly created Learning Assistance Department (LAD). As there was no faculty candidate for chair of the new department, the Dean of the Student Success Center and Retention was also appointed to the position in the newly formed LAD, [2.11], which included the Developmental Communications discipline. This dean was also given the responsibility of coordinating the work of all the campus supplemental/instructional services, including the Mathematics Lab, the Learning Resource Center, the Center for Academic and Workforce Excellence, and Bridges to Success (the ESL lab). The operation and coordination of these learning labs were specified in the guiding document, “Excellence by Strategic Design,” which articulated mission and purpose statements of the various labs along with their objectives [2.12].

The Basic Skills Initiative

Throughout the 2007-2008 academic year, the College’s participation in the statewide Basic Skills Initiative served to engage the campus in an intensive discussion about how it should enhance its delivery of basic skills instruction and support services. The Vice President of Academic Affairs was also selected by the CCCCIO group as a representative to the Statewide Basic Skills Initiative Committee. One of the useful outcomes of this process was the completion of a five-year *Basic Skills Initiative Action Plan* used to request basic skills funding from the state, which was used to support the efforts of the College to improve basic skills instruction and services [2.13]. This action plan was also a helpful resource when the College was formulating the current Student Success Plan [2.14].

The California Benchmarking Project

In Fall 2007, the College began the California Benchmarking Project, a joint project with the University of Southern California Center for Urban Education. This project served to engage college practitioners in a process of inquiry to find ways to help students taking basic skills courses to succeed and matriculate into higher level courses. The ultimate goal was to increase the number of students enrolling and succeeding in transfer level courses [2.15]. The outcomes of the California Benchmarking Committee’s work were summarized in a report given to the President in Fall 2008 [2.16].

The College found that the systematic use of data, observation, and reflection through the Benchmarking processes generated new knowledge and beliefs, resulting in three primary benefits for the development of professional or “adaptive” expertise. First, participants recognized problems that were within their capacity to address. Second, they engaged in new forms of problem solving through experimentation with different approaches to instruction and student support. Third, through new forms of action, they gained experience that added to the expertise needed to engage in productive organizational change. Such changes, observed in institutional structures and instructional practices, are

mediating outcomes to bring about the ultimate impact of improving student learning outcomes. During the Benchmarking process, participants analyzed the current structure of the curriculum in English, Developmental Communications, and Mathematics (see Figures 4 and 5, pp. 15 and 16 of the Final Benchmarking Report [2.16]). They also learned how successful course completion rates and cohort migration rates are calculated. Ultimately, numerical analyses involved in the Benchmarking process helped them recognize the following facts about student success at the College:

- In Fall 2006, 2.8 times more students were enrolled in non-degree applicable Math classes than in transfer-level math classes and 3.5 times more students were enrolled in non-degree applicable Developmental Communications classes than in transfer-level English reading and composition classes (see Tables 1 and 2, pp. 18, 20 of Final Report)
- In Fall 2006, between one-quarter and two-thirds of students in LASC classes were successful, with higher rates of success in higher level, degree-applicable courses (see Tables 1 and 2, pp. 18, 20 of Final Report)
- In Fall 2006, Latino students had higher successful course completion rates in gateway (non-degree credit) courses than African-American males and females (see Tables 1 and 2, pp. 18, 20 of Final Report)
- Among a cohort of entering students enrolling in non-degree applicable courses in Fall 2002, about 13% of African-American students and nearly a third of Latino students subsequently enrolled in the first degree-credit, transferable Math course (tracking their enrollments over five years) (see Table 3, p. 22 of Final Report)
- Among a cohort of entering students enrolling in non-degree applicable courses in Fall 2002, between 6% and 10% of African-Americans and Latinos whose primary language was English subsequently enrolled in the first degree-credit, transferable English course. The comparable figure for Latinos, whose primary language was not English, was much higher, at nearly 30% (see Table 3, p. 22 of Final Report)

Two preliminary ideas from the California Benchmarking Committee's work were implemented during the 2007-2008 year. A new "Early Alert" program (Anytime Student Assistance Program—ASAP) was designed to identify students experiencing academic difficulties and direct them to supplemental support services, including tutoring, counseling, and preparatory workshops. In addition, the College created "The Freshman Experience" program for underprepared students—a new, comprehensive, four-day introduction to college and orientation program intended to support students during their first critical weeks in college. [2.17]

Progress since Spring 2008

2008 College Restructuring

After assessing the results of the administrative restructuring that the College instituted in 2006-2007, it was determined to return again to a more traditional "Academic Affairs/Student Services" alignment of the administrative units. This was done because the experimental "blended" model had blurred lines of responsibility, created

inefficiencies, and weakened individual accountability. As a result of this administrative realignment, an Academic Affairs Dean with previous basic skills assignments covering only English and Math, assumed additional responsibilities for the Learning Assistance Department (LAD) and campus learning labs in order to bring the basic skills areas under a singular focus and direction [2.18].

The LASC Basic Skills Team and the Basic Skills Review Effort

Following the Spring 2008 accreditation team response to LASC's progress report, the department chairs of English and Foreign Languages (EFL), Learning Assistance (LAD), and Mathematics (MD) and the Dean over these areas met to assess and evaluate the basic skills efforts the College had engaged in over the previous two years and make needed adjustments and improvements. Commissioned by the College President, the Dean convened a new "Basic Skills Team" to undertake this endeavor. This six-member team included the Dean, the three department chairs, the Vice President of Academic Affairs, and the former Dean of the Student Success Center and Retention. Additionally, outside representatives from the University of Southern California Center for Urban Education California Benchmarking project were asked to participate as ex-officio members. The USC participants were the primary resources for the development of the analysis and evaluation component of the new plan.

In July 2008, the team began its work to assess the College's previous efforts and develop a new comprehensive plan for basic skills improvement. After review and assessment, the team determined numerous weaknesses in previous practices:

- The College, as well as the three primary basic skills departments, lacked clearly articulated mission statements to drive programs
- The learning labs had insufficient instructor support
- Some areas needed some curriculum realignment and updated course outlines to reflect the realignment
- English and Math placement scores needed revalidation
- There were not enough staff development activities to provide faculty with on-site opportunities to improve their pedagogical techniques and foster new ideas for integrating culturally responsive classroom teaching strategies
- Previous plans lacked programs for comprehensive assessment, evaluation, and plan improvement

In addition, the team recommended that the College do the following to improve the outcomes of basic skills students:

- Coordinate the efforts of various departments and units under a single administrator
- Have discipline-specific faculty members present in the learning labs at all times
- Provide regular, high-quality, on-site (and often discipline-specific) staff development activities for faculty

- Involve faculty and administrators in the process of inquiry and discovery in order to create innovative ways to improve pedagogical techniques and student learning
- Create an English Writing Center
- Require additional lab hours for underprepared students taking basic skills courses
- Encourage faculty and administrators to visit other area campuses to view and compare “best-practices”

After this review, the Basic Skills Team began to engage other faculty members and administrators in discussion of proposed changes. The process was open, collaborative, and its results were widely shared [2.19]. By early September 2008, all three departments (EFLD, LAD, and MD) had developed a consensus and approved a draft for improving basic skills at LASC [2.20]. Subsequently, a new three-year *Basic Skills Plan (2008-2011)* was adopted by the Academic Senate in October 2008, approved by the College President, and funded at a level that allows all of the first-year activities to be fully implemented [2.21]. The plan has since been named the *2008–2011 Student Success Plan*. [2.22].

Implemented Activities of the 2008-2011 Student Success Plan

The *2008-2011 Student Success Plan* calls for a number of college-wide reforms aimed at improving educational and support services for LASC’s many underprepared students. As a direct result of this plan, a number of changes in institutional structures and practices have been made and fully implemented, including the following:

- Lab hours in the Academic Success Center (formerly the Learning Resource Center) and Math Lab have been expanded and made more convenient to students working full time by opening on Saturday mornings from 9am-12pm
- The Academic Success Center has added two new faculty to assist students in the lab and recruited and trained several additional subject-based tutors
- Math workshops have been added on Friday afternoons, a time when the Math Lab is closed for general use; approximately 10-15 students attend each workshop
- Students enrolled in English 21 and 28, Developmental Communications 21 and 23, and Math 105, 112, 113, 114 and 115 are required to complete eighteen hours of lab time
- The Math Lab has been relocated to a quiet room with new furniture that is large enough to accommodate the increased demand brought about by the requirement that students complete lab hours
- The resources (instructor availability, tutors, quiet study areas, computer assisted learning) are better publicized and instructors actively refer students to use the Math Lab, sometimes taking them there themselves
- Basic skills mission statements for the College and each of the three relevant basic skills departments (EFL, LAD, MD) have been developed
- Basic skills curriculum has been aligned in all units

- Math added two new courses that split Math 115 (five-unit course) into two three-unit courses (Math 113 and 114, Elementary Algebra A and B) to provide for slower and more in depth study of Algebra for those that need it
- Master syllabi have been developed
- Textbooks used in basic skills courses have been reviewed
- The new English Writing Center has been opened, including the hiring of two part-time instructors and two English majors from local universities to serve as high-level tutors
- Additional staff has been provided for the learning labs to ensure that students taking the above-mentioned courses can complete the required assigned lab time
- Learning lab services have been improved by ensuring there is an assigned discipline-specific faculty member present at all open hours
- Staff development activities have been focused on culturally responsive pedagogies and implementation of the *2008-2011 Student Success Plan*
- Leadership activities have been developed for faculty in order to begin to change departmental cultures and practices
- Site visits have been organized and attended by instructors of English, Developmental Communications, and Mathematics in order to examine best practices at other campuses

Evaluation of the *2008-2011 Student Success Plan*

Integral to the effectiveness of the *2008-2011 Student Success Plan* is its assessment, evaluation, and resulting program improvement plan. Once there has been proper assessment and evaluation of the implementation of the above activities, the College intends to refine the goals and objectives of the plan so that improvement of basic skills outcomes will be a continuous process at LASC.

Even though the *2008-2011 Student Success Plan* is still in its preliminary phase of implementation, it is already having a positive impact on LASC's basic skills student outcomes. Some preliminary findings based on Fall 2008 data [2.23] collected for the three primary basic skills areas include the following:

- English 21 (English Fundamentals)
 - Within-term retention improved from 88.2% in Fall 2007 to 89.2% in Fall 2008
 - Successful course completion rates jumped from 49.0% in Fall 2007 to 59.9% in Fall 2008
- Developmental Communications 21 (Fundamentals of Writing)
 - Within-term retention jumped from 64.2% in Fall 2007 to 85.6% in Fall 2008
 - Successful course completion rates increased from 37.5% in Fall 2007 to 43.9% in Fall 2008
- Developmental Communications 23 (Reading and Study Improvement)
 - Within-term retention dramatically improved from 73.8% in Fall 2007 to 85.3% in Fall 2008

- Successful course completion rates bettered from 44.7% in Fall 2007 to 44.8% in Fall 2008
- Math 105 (Arithmetic)
 - Within-term retention improved from 61.2% in Fall 2007 to 71.7% in Fall 2008
 - Successful course completion rates improved from 26.1% in Fall 2007 to 28.5% in Fall 2008
- Math 112 (Pre-Algebra)
 - Within-term retention improved from 82.8% in Fall 2007 to 87.0% in Fall 2008
 - Successful course completion rates improved from 42.1% in Fall 2007 to 49.2% in Fall 2008
- Math 115 (Elementary Algebra)
 - Within-term retention improved from 72.0% in Fall 2007 to 73.9% in Fall 2008
 - Successful course completion rates experienced a decline from 40.5% in Fall 2007 to 31.7% in Fall 2008
 - A likely reason for this is that beginning Fall 2008, the Math Department instituted a common final exam for Math 115
 - After analyzing the results of this common final, departmental faculty recommended the following improvements to the program
 - Improve student learning outcomes in Math 112
 - Hire more full-time faculty
 - Expedite the revalidation of placement scores
 - Encourage faculty to give more practice exams for Math 115 students
 - Encourage faculty to review for the common final at least 3-5 hours

Key elements of future assessment and evaluation components are as follows:

- Assessment of Student Success Outcomes
 - Review baseline data for successful student outcomes (disaggregated by race/ethnicity) per course in curriculum pathways of
 - 1) Math basic skills to transfer level coursework and
 - 2) Developmental Communications to English transfer level coursework
 - Create curriculum maps that demonstrate where problems of persistence and retention occur at each level of the curriculum pathway
- Benchmark Success
 - Set benchmark goals for student success outcomes; set benchmark goals for one-, three-, and five-year marks
- Assessment of resources that build support for student success in “gateway” course at four levels of institutional capacity (organizational/administrative practice, program/departmental components, faculty & staff development, and classroom instructional practices)

- Math Assessment
 - Instructional practices/faculty and staff development: continue syllabi review and classroom assessment implementation with Math faculty
 - Program components: faculty/student interviews and quick surveys in Math lab and interviews with students in “gateway” courses who are referred to Anytime Student Assistance Program (ASAP) to determine effectiveness
 - Organizational/departmental practice: culturally responsive/curriculum review
- Developmental Communications Assessment
 - Instructional practices/faculty and staff development: faculty/peer instructional observations and classroom assessment instruments
 - Program components: faculty/student interviews and quick surveys in Academic Success Center
- English Assessment
 - Norming of common exams

Future Plans for 2009-2010 and 2010-2011

While the College has already achieved a great deal in relation to the integration of its past basic skills planning efforts, the restructuring and integration of its basic skills infrastructure, and the coordination and enhancement of its basic skills-related educational programs and support services, more work remains to be done to fully implement the objectives of the *2008-2011 Student Success Plan*. To implement the plan fully over the next two years, the College plans the following:

- Continue the kind of practitioner/researcher learning processes of inquiry begun in the California Benchmarking Project as an approach to organizational learning and program improvement
- Revalidate the student assessment/placement cut scores to ensure students are placed into the proper levels of English and Math
- A third new Math course is now being developed to provide for a more in depth study of algebraic principles. It will be a five-unit alternative to the now three-unit Math 112, Pre-Algebra
- Utilize the College’s new teleconferencing room as a teaching-learning tool for teleconferencing staff development activities
- Integrate technology by providing explicit data on the proliferation of self-paced, computer-based, and other non-traditional delivery systems that may contribute to student success in basic skills Mathematics courses
- Develop E-Labs and E-Portfolios in tandem with the District: the College will serve as the host of the pilot programs of the District-wide initiatives
- Integrate reading, writing, and language study within a multicultural and global framework instead of teaching concepts separately
- Focus on integrating culturally responsive classroom communities with existing traditions—including socio-economic and “real world” applications for writing and grammar in the classroom

- Design and offer “alternative,” compressed pathways through basic skills course sequences, such as self-paced, nine-week seminars or utilizing the “Math Path” and “English Path” models
- Create an action plan for moving from a multi-level discrete skills-focused curriculum to a one-semester integrated curriculum
- Design and implement a culminating essay for an Associate Degree
- Hire a learning disability specialist
- Develop a general “Gateway to College” that is culturally-responsive and affirming of students’ cultural identities
- Institute a one-semester, intensive, team-taught (six credit) gateway course in English that integrates reading, writing, language, and learning organized around a theme/area of inquiry
- Design and offer a one-semester, intensive, team-taught (six credit) Math gateway course that focuses on fundamental mathematical thinking (e.g. number sense) and key concepts for future study (vs. breadth of coverage)
- Embed writing and literacy in all courses by fostering a College-wide Writing Across the Curriculum and in the Disciplines (WAC & WID) initiative
- Adopt additional reforms to improve student learning outcomes in the English curriculum, including the creation of cohort groups that move together through the entire English composition sequence with the same instructor and the imposition of lower class size limits
- Develop a Reading Center

Evidence

- 2.1 *Basic Skill Six-Month Action Plan*
- 2.2 *Basic Skills Plan (2007-2009)*
- 2.3 LRC Director (January 2007 – June 2007)
- 2.4 LASC Basic Skills Plan Update
- 2.5 Student Success Workshops (Spring 2007)
- 2.6 Special Orientation Workshops
- 2.7 Student Athletes Coordination with Academic Success Center
- 2.8 Minutes/Announcements of Monthly Meetings
- 2.9 July 2007 Organizational Chart
- 2.10 Communiqué from President on Reorganization
- 2.11 Spring 2008 Class Schedule (Dev Com)
- 2.12 “Excellence By Strategic Design”
- 2.13 State Basic Skills Plan and Budget Report
- 2.14 Email Confirmation on Student Success Plan
- 2.15 California Benchmarking Project
- 2.16 Presidential Report on California Benchmarking Project
- 2.17 ASAP PowerPoint Orientation, Freshman Experience Materials
- 2.18 July 2008 Reorganization Chart
- 2.19 Basic Skills Team Dialogue (samples)
- 2.20 Email Confirmation from Departments (3) Approving Document
- 2.21 Budget for Student Success Plan
- 2.22 *2008-2011 Student Success Plan*

2.23 Fall 2008 Basic Skills Data

Recommendation 3

The team has found that there is a divergence between plans and subsequent action. Therefore, the team recommends that the College focus greater attention on assessing the currency and effectiveness of all programs and services with particular emphasis on the following areas:

- a) staff development,*
- b) distance learning,*
- c) technology,*
- d) enrollment management, and*
- e) occupational education.*

The team further recommends that the College incorporate the identified needs and adopted action plans into the Integrated College Operational Plan (Standards IA.1, IB.3, IB.7, IIA.1a, IIA.1b, IIA.2b, IIA.2c, IIA.2f, IIA.3, IIA.5, IIC.1a, IIC.2, IIB.3, IIIC.1, IIIC.2).

Summary

Since the last accreditation site visit in April 2008, the College has continued to build on its previous efforts to address this recommendation in the following four ways:

1. The College has assessed all of its programs and services, completed program reviews on all of its non-instructional programs, and updated 67% of its instructional programs by means of “mini-reviews” on a three-year off-cycle as of February 2009
2. The College has completed an analysis and evaluation of its planning and budgeting processes and made improvements that are articulated in its revised *Strategic Planning Handbook*, which was approved by the Academic Senate and the College President in February 2009
3. The College has assessed and evaluated the effectiveness of the five areas cited in this recommendation and has adopted and implemented new and/or revised plans in all five areas within the past ten months
4. The College has developed an integrated *2008-2011 Integrated Strategic Plan* that aligns the goals and implementation strategies and efforts in ten critical institutional areas, five of which are the focus of this recommendation

The resulting *2008-2011 Integrated Strategic Plan* is the foundation upon which the College has built and implemented its *2008-2009 Integrated College Operational Plan (ICOP)*.

Progress

Creation of an Integrated Strategic Plan

Since 2006, LASC's planning and budgeting processes have fallen under the purview of the campus's Strategic Planning and Budget Committee and have been guided by provisions in the College's *Planning Handbook* [3.1]. Following the last comprehensive accreditation visit in 2006, the College decided to reassess and revise all of its critical planning processes. This effort led to the revision of the *Planning Handbook* [3.2] and to the creation of the College's first, fully-integrated, three-year strategic plan [3.3].

In Fall 2007, the College began assessing the effectiveness of its unit planning process, particularly as it pertained to non-instructional areas. Subsequently, the decision was made to implement an annual comprehensive NIPR process [3.4]. At the same time, the College undertook the task of updating its instructional program reviews and assessing and revising all of its previous institutional plans, including those for staff development, enrollment management, occupational education (CTE), basic skills, and distance education.

As a result of these efforts, the College has now completed the following:

- 100% of its comprehensive six-year instructional program reviews [3.35]
- 100% of its non-instructional program reviews (NIPR) [1.9]
- 67% of its instructional "mini-program reviews" (three-year updates of comprehensive six year program reviews) [3.5]
- A new three-year *Staff Development Plan* [3.6]
- A new three-year *Strategic Enrollment Management Plan* [3.7]
- A new three-year *Technology Plan* [3.8]
- A new three-year *Comprehensive Plan for E-Learning/Online Education 2008-2011* [3.36]
- A new three-year *Career and Technical Education Plan* [3.9]
- An updated *Facilities Plan* [3.10]
- A new *2008-2011 Student Success Plan* [3.11]
- A new, integrated *2008-2011 Strategic Plan* [3.3], and
- A *2008-2009 Integrated College Operational Plan* [3.12]

The new *2008-2011 Strategic Plan* aligns the goals and objectives of all ten of the College's critical instructional and operational areas, including:

- | | |
|----------------------------------|-----------------------------|
| ▪ Career & Technical Education | ▪ Human Resources |
| ▪ Enrollment Management | ▪ Program Review Objectives |
| ▪ <i>Educational Master Plan</i> | ▪ Staff Development |
| ▪ Facilities | ▪ Student Success |
| ▪ Fiscal | ▪ Technology |

Along with the newly revised *Strategic Planning Handbook, the 2008-2011 Strategic Plan* also provides the College with a framework for the continuous, cyclical assessment and improvement of all planning and budget allocation processes.

The development and implementation of the College's *2008-2011 Student Success Plan* is detailed above in the section of this report addressing Recommendation # 2. The development and implementation of the plans called out in the *2006 Team Evaluation Report* (Staff Development, Distance Learning, Technology, Enrollment Management, and Career/Technical Education) are discussed below.

Development & Implementation of the 2008-2011 Staff Development Plan

In Spring 2007, the College filled the vacant Staff Development Coordinator position and increased the faculty assignment for this post from a previous allocation of .2 FTE to .6 FTE. As chair of the College's Staff Development Advisory Committee (which includes three faculty members, three classified staff, and three administrators), the new coordinator led the effort to conduct a comprehensive professional development needs assessment which provided the foundation for a comprehensive staff development plan. Distributed to and completed by faculty, classified staff, and administrators, the assessment was divided into the following three parts:

1. Participant Preferences for Future Activities (including personal background information and preferred training methods and times)
2. Suggested Technology Training Topics
3. Suggested Non-Technology Topics

This approach was adapted from several California community college needs assessment models and included recommendations from the College's Computer Applications and Office Technologies faculty and from the Information Technology staff.

As it developed its long-term plan, the Staff Development Advisory Committee incorporated suggestions made by the 2006 accreditation team, input from the needs assessment, the College's Basic Skills Self-Assessment Tool, and recommendations resulting from the activities of the California Benchmarking Project. Sponsored by the University of Southern California's Center for Urban Education and active at LASC since 2007, the California Benchmarking Project has brought together a cross-functional group of 12 basic skills faculty members, counselors, and administrators for the purpose of identifying obstacles in the College's basic skills pathways and developing innovative strategies for their mitigation. Through the Benchmarking Team's efforts, the College has begun to "own" the fact that low student success rates are not simply the result of the educational "deficits" students bring with them, and that student learning can be improved dramatically if the College pursues an aggressive professional development strategy focused directly on improved student learning outcomes

The *2008-2011 Staff Development Plan* has grown out of this systematic assessment effort. Implemented in Fall 2008, this new, three-year plan offers the College a

structured program of professional development activities that center on the theme of improving student learning. For example, the College's Fall 2008 term began with a "Professional Development Day" focusing on building collaborative instructional strategies for diverse learners. The keynote presentation, "Practices for Best Practitioners," was delivered by California Benchmarking Project co-principal investigator Dr. Estela Bensimon. Following this presentation, the College's faculty and staff participated in breakout workshops on the following topics:

- The Moodle Online Course Management System
- SLOs & Assessment: How Can We Make Them Meaningful, Manageable, and Sustainable?
- Multimedia (Smart) Classrooms
- LASC's Anytime Student Assistance Program (ASAP)
- Course Outlines the Easy Way
- Learning Communities: Developmental Communications Cohorts—Fall 2008

Other activities implemented since the adoption of the *2008-2011 Staff Development Plan* have included the following

- A "Student Voices" panel presentation which brought together 84 students, faculty, classified staff, administrators, and a community liaison to discuss ways to meet the needs of the College students and address their concerns
- Two staff training sessions to help faculty learn to use "Smart Classrooms"
- Two staff training workshops on the Curriculum Process and Course Outline Development
- A workshop on "Effective Practices in Assessment, Curriculum, and Pedagogy" led by Dr. Eleanor Kutz of the University of Massachusetts, Boston
- A workshop on designing course syllabi for student success

The Staff Development Coordinator publicized each of these events widely to all members of the College community. Formal evaluations of each activity have been reviewed by the Staff Development Advisory Committee, and the overall effectiveness of the year's program will be assessed before final plans are made for next year's schedule of activities

Distance Learning Assessment and Implementation

In July 2007, the College underwent an administrative restructuring that resulted in the assignment of an academic dean to the responsibility of working with faculty to improve the quality of online instruction and increase the number of online classes and enrollments. In the meantime, the standing Distance Education Committee, a subcommittee of the Curriculum Committee, developed the document "Los Angeles Southwest College: Best Practices for Online Courses." The draft document underwent various revisions, reflecting input from related constituencies. It was approved by the Academic Senate in March 2008 and is posted on the Curriculum Committee website. Subsequently, under the guidance of the academic Dean, a second committee was formed to assess the progress of online education at LASC and develop a comprehensive plan for

the expansion of distance learning opportunities. The E-Learning Team was formed, consisting of 21 members. Under the Dean's guidance a second document entitled *Comprehensive Plan for E-Learning/Online Education 2008-2011* was produced and approved by the Academic Senate on October 14, 2008 [3.36]. It incorporated the tenets of the Best Practices for Online Courses and provided both faculty and students with options for online-assisted, hybrid, or purely online instruction [3.18]. In addition, the best practices contained in this document provided a paradigm for faculty professional development activities related to E-learning and on-line student support.

Since Spring 2008, the E-Learning Team has continued to pursue the task of expanding and enriching the College's distance education offerings based on its three year Distance Ed Plan [3.19]. By February 2009, the College had accomplished the following under the continued direction of the E-Learning Team and in conjunction with the Curriculum Committee:

- Increased online class offerings by 192%—from 12 courses in Spring 2007 to 35 courses in 16 disciplines in Spring 2009, all approved by the Curriculum Committee [3.20]
- Increased online FTES revenue generation from 59 FTES in Spring 2007 to 181 FTES in Spring 2008, an increase of 206% [3.37]
- Twenty-five LASC faculty (full- and part-time) completed “How to Teach an Online Class” (CAOT 134), a 1½ unit course offered in the Business Department and developed for the first time in the LA District by an LASC CAOT instructor.
- Developed a companion course offered to students: “How to Succeed in an Online Class”
- Investigated the viability of implementing a new course software management system [3.19]
- Selected as a pilot campus in a district-wide project for creating, storing and displaying course outlines of record online [3.21]
- Established a program and methodology for supporting learning disabled students in online courses
- Revised an addendum, initiated and approved by the Curriculum Committee, to the course outlines of record to ensure that professional standards are maintained in all of LASC's distance learning offerings [3.22]
- Approved 26 new online course addenda since Spring 2008, all approved by the Curriculum Committee [3.23]

Technology Assessment, Plan Development, and Implementation

The assessment of campus technology needs has been the responsibility of the campus Technology Committee, which includes representation from all College constituency groups, with faculty comprising 50% of the membership [3.24]. In 2007, the Technology Committee undertook an assessment of the effectiveness of the campus technology replacement policy and the College's current and future technology needs in order to draft a comprehensive long-term technology plan. By November 2008, the Technology Committee completed this assessment and formulated its first draft. After

soliciting feedback from others across campus, the Committee's final draft was forwarded to the College Council in the early Spring 2009 term [3.26].

The new, three-year *Technology Plan* aligns the campus technology replacement policy with the goals of the College's strategic plan [3.3]. It also establishes the following five goals for improving the integration of technology in the classroom:

1. To prepare staff in a variety of software applications to promote staff, faculty, and student use of technology
2. To provide faculty with skill sets to incorporate technology in their courses
3. To offer student support services electronically
4. To provide opportunities for personal development in the use of technology to members of the community
5. To provide a secure and up-to-date technology environment

While development of the three-year *Technology Plan* was in process, the College also undertook a number of important projects aimed at improving technology capacity and delivery. These projects, which are in alignment with the *Technology Plan*, include the following [3.27]:

- Completion of an infrastructure upgrade that includes voice-over Internet protocol (VOIP) and wireless Internet access throughout much of the campus
- Creation of a new college "server farm" as part of this upgrade
- Modernization of the College Technology Education Center (TEC) building
- Installation of 21 "Smart Classrooms" [3.28]
- Storage area network upgrade

These ongoing upgrades in infrastructure have anticipated many of the goals established in the three-year *Technology Plan* by expanding access to instructional technology for all LASC students, faculty, and staff. They have also expanded the College's ability to address the educational needs of surrounding communities by offering easier access to campus programs and services. These and other ongoing technology enhancement efforts will continue to be assessed regularly and expanded upon as the College deploys its share of the recently passed \$3.5 billion "Measure J" bond for capital construction which was approved by voters in November 2008 [3.29]. These additional bond funds are expected to make it possible to fund all infrastructure goals and objectives outlined in the College's *Technology Plan*.

Strategic Enrollment Management Plan, Development, and Implementation

In Fall 2007, the College President charged the Enrollment Management Team (EMT) [3.30] to develop major goals and strategies to effectively manage college enrollments over the next five years [3.31]. The EMT worked over the next eight months to develop the College's first *2008-2011 Strategic Enrollment Management Plan* [3.7]. The plan outlines four overarching goals to guide the College's enrollment management efforts and a menu of related activities. It also offers timelines for implementation and designates responsible agents for each activity area.

The four goals of the new LASC *2008-2011 Strategic Enrollment Management Plan* commit the College to the following:

1. To develop a guaranteed two-year schedule that includes a full breadth of curriculum so that students can complete their educational objectives in a timely manner
2. To take an evidence-based approach to class scheduling to maximize efficiency
3. To develop strategies that improve end-of-term retention and term-to-term persistence rates
4. To engender campus-wide participation in student recruitment and enrollment management

As of Spring 2009, of the 29 activities scheduled to be accomplished in *the 2008-2011 Strategic Enrollment Management Plan*, 58.6% have been completed/ongoing, 3.4% are in progress, and 37.9% have yet to be implemented [3.9]. To oversee ongoing implementation of the plan's goals and strategies the College has recently created a standing Enrollment Management Committee and included it in its revised *Strategic Planning Handbook*. This new Enrollment Management Committee is charged with developing and implementing both strategic and annual enrollment management processes that maximize FTES enrollment growth while maintaining optimum WSCH/FTEF efficiency. The Enrollment Management Committee works together with deans and department chairs to coordinate the scheduling of classes so that students meet their academic goals in a timely manner. Furthermore, the Committee is charged with developing written internal procedures and timelines for sharing information within the schedule planning process with other planning groups.

Occupational Education (Career and Technical Education) Plan Assessment, Development, & Implementation

In December 2007, a vacant position was redesignated and filled as Dean of Workforce Development and Corporate Relations and a new person was appointed to coordinate the College's workforce programs and assess the training needs of its service area. The Dean of Workforce Development collaborates with faculty and the College's Curriculum Committee to foster the creation of Career and Technical Education programs needed by LASC students and the wider community. In addition, the Dean assists Career and Technical Education (CTE) departments in the assessment of program effectiveness and offers suggestions for program improvement. The Dean also oversees the distribution of funding resources for CTE and Tech Prep programs.

In Fall 2008, in preparation for the creation of a formal CTE plan, the College reassembled a CTE General Advisory Board. The 35-member group includes representatives from local businesses as well as representatives from the following community and civic organizations [3.9]:

- The Los Angeles Chamber of Commerce

- The Los Angeles City Workforce Investment Board
- The California Employment Development Department
- The City of Los Angeles Worksource Centers
- The Los Angeles Housing Authority

The LASC CTE General Advisory Board has three primary functions [3.32]:

1. To recommend direction for the entire Career and Technical Education program at the College
2. To serve as the Tech Prep Consortium for the College
3. To assist LASC's Office of Workforce Development & Corporate Relations in developing long-range CTE program goals and objectives and for making recommendations on overall CTE program design

As a result of these efforts, and with input from the most recent round of CTE program reviews, several critical challenges to the future success of the College's CTE programs were identified [3.9]. Specifically, it was determined that the College needs to:

- Strengthen existing CTE programs and build institutional CTE capacity so that the College will be able to respond effectively to current and future regional labor market needs
- Redesign CTE program offerings to make a substantive and measureable contribution to the economic development in the South Los Angeles region and improve the economic lives of LASC CTE students

The draft of the three-year *CTE Plan* addresses four primary goals, which are:

1. Develop new programs, certificates and services that provide a bridge to baccalaureate-granting institutions
2. Respond to the needs of local employers; that facilitate the College's role in regional economic development
3. Enhance the College's revenue generating capacities
4. Provide job opportunities for students who have been trained with specific skills responding to regional labor market needs

A sample list of CTE accomplishments from January 2008 through March 2009 include:

- Initiated, drafted, submitted and manage \$1.5 million in CTE grants, representing a 126% increase in funding over 2006-2007 [3.33]
 - \$505,000 in ADN Capacity Building and Retention Grants
 - \$422,000 Perkins IC Grant
 - \$250,000 CTE Community Collaboration Grant
 - \$140,000 California Advancement Academy Grant
 - \$125,000 Governors' 15% Discretionary Fund Grant
 - \$81,000 Tech Prep Grant
- Collaborated with representatives from One-Stop Centers, and regional workforce and economic development practitioners, to initiate a heavy equipment program [3.34]
- Collaborated with representatives from Chevron to implement plans to install a

- hydrogen fuel cell on campus that will serve as a platform for launching a green academy program at LASC [3.34]
- Instituted three career pathways (Business, Technology, Human Services) with Washington Prep High School [3.34]
 - Initiated discussion with LD6 and LD7 of the LAUSD to replicate and implement the career pathways project in 8 high schools in Fall 2009 [3.34]
 - Facilitated, designed and led implementation of a CTE marketing/public relations campaign fashioned to identify specific workforce development needs of local employers and contract education/program development opportunities for the College's CTE program [3.34]

Future Plans

The faculty, staff, and administrators of the College recognize that planning, assessment, and program improvement are continuous activities that must be embedded deeply within the College's shared governance structures and institutional culture. Thus, implementation of the College's new, *2008-2011 Integrated Strategic Plan* must also be seen as an ongoing process that engages the efforts of all members of the campus community. To ensure that the plan is translated into actions that result in measurable improvements, the College commits itself to these follow-up activities:

1. Annual Strategic Plan Assessment: The Strategic Planning Committee will review progress made on all of the College's strategic goals, objectives and action plans at the end of each academic year; will assess accomplishments; and will adjust action plans as required. The first such formal review will be conducted at the end of the 2008-2009 academic year.
2. Board Institutional Effectiveness Review: In compliance with Board policy [3-38], the College is scheduled to formally present its *2008-2011 Integrated Strategic Plan* to the Board of Trustees Committee on Planning and Student Success in Spring 2010 and document its outcomes to that point during an in-depth presentation on the College's overall institutional effectiveness.
3. Strategic Plan Assessment and Revision: In Spring 2010, the Strategic Planning Committee will again undertake a formal annual assessment and revision of the *2008-2011 Integrated Strategic Plan*. This assessment will include data on student success and student learning outcomes, as well as input generated by assessments of the ten functional areas associated with the plan. A revised strategic plan with a new set of goals and objectives will be published to the College community prior to the College's next scheduled comprehensive accreditation site visit in Spring 2012.

Evidence

- 3.1 *Planning Handbook* (prior to 2009)
- 3.2 *Strategic Planning Handbook* (revised 2009)
- 3.3 *Integrated Strategic Plan* (2008-2011)

- 3.4 NIPR Email Confirmation
- 3.5 Program Review Coordinator Report
- 3.6 Three-year *Staff Development Plan*
- 3.7 *Enrollment Management Plan*
- 3.8 *Technology Plan*
- 3.9 *Career and Technical Education Plan*
- 3.10 *Facilities Plan*
- 3.11 *LASC Student Success Plan*
- 3.12 ICOP (2008-2009)
- 3.13 Staff Development Needs Assessment
- 3.14 California Benchmarking Project Letter to President
- 3.15 Staff Development Activities (2007-2008)
- 3.16 Staff Development Coordinator Confirmation
- 3.17 Reorganization Chart
- 3.18 *Best Practices for Online Courses*
- 3.19 Curriculum Dean Notes on Distance Education
- 3.20 Institutional Researcher Report on Online Courses
- 3.21 Electronic Curriculum Development (for course outlines)
- 3.22 Revised Distance Education Addendum to Course Outline (11/08)
- 3.23 26 Distance Ed Addenda (since Spring 2008)
- 3.24 Technology Committee Membership
- 3.25 Presidential Review of first draft Tech Plan
- 3.26 Technology Committee approval of 2008-2011 Tech Plan
- 3.27 IT Infrastructure Upgrade
- 3.28 Smart Classrooms (photos)
- 3.29 Measure J Funding for Technology
- 3.30 EMT Membership
- 3.31 EMT Charge
- 3.32 Functions of CTE Advisory Board
- 3.33 CTE Grants
- 3.34 CTE Dean's Calendar Center for Academic and Workforce Excellence – A Workforce Preparation and Learning Skills Center
- 3.35 2005-06 Academic Program Reviews
- 3.36 *Comprehensive Plan for E-Learning/Online Education 2008-2011*
- 3.37 Distance Ed FTES Increase

Recommendation 4

There is no clear evidence that the College has developed specific strategies to meet the educational needs of the changing demographics of its community. The team recommends that the College intensify its efforts to identify service area needs. The team further recommends that the College develop and implement plans for programs, courses, and services to address identified needs (Standards IA.1, IIA.1a, IB.3a, II.B.4, IIIB.1, IIIB.2, IIID.1).

Summary

Since Spring 2008, LASC has greatly increased its efforts to address this recommendation by committing additional human and financial resources to assess and meet the needs of the changing community. As a result, the College has made significant progress in assessing and addressing the educational needs of its surrounding community, which 2008 projected demographics show is 38.2% African-American, 48.5% Latino, and 13.3% other.

Beginning in Fall 2006, the College engaged in a series of forums in heavily populated Latino communities and began surveying these communities regarding their specific educational needs. As a result, common themes have developed in relation to community requests and concerns. First, residents desired to see more events held on campus. Second, they requested more course offerings closer to their neighborhoods. Finally, participants wanted to be kept more informed about the College in general.

Since Spring 2008, the College's strategy to meet the educational needs of the Latino community has focused on components contained in its *Latino Community Action Plan* and the *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan* including the following:

1. Outreach to and educational partnerships with local high schools
2. Enhancing the culture on campus to support changing service area demographics
3. Outreach to community organizations (including offering courses in community venues)
4. The LASC Bridges to Success (BTS) Program which focuses on meeting the needs of the immigrant population
5. Enhanced public information and public relations efforts
6. Increased commitment of human and financial resources
7. Staff diversification
8. Building a student-friendly culture on campus

As the result of the College efforts over the past two years, the unduplicated headcount of credit and non-credit Latino students has risen by nearly 40% over the past three years, increasing from 2,117 in Fall 2006 to 2,946 in Fall 2008. The College believes that its increased outreach, student support, and community relations efforts are the primary reasons for these increased enrollments [4.1].

In recognition of the partnerships of this achievement and in honor of the partnerships that LASC is building in the Latino community, the governor of the state of Puebla, Mexico formally commended the College and the College President for their work with the immigrant community of Los Angeles [4.2].

Progress

LASC has worked diligently by intensifying its outreach and marketing efforts to the Latino community and by institutionalizing support for the Latino population on campus. A Latino Outreach Committee was formed to provide the Latino community with printed information, in Spanish and English, about the College and its educational programs and to conduct outreach/recruiting events.

To document its plans and chart its success, the College created a *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan* [4.3] which contains a monthly tracking report focused on completing six objectives. Recommendations from the Latino Outreach and Recruitment subcommittee were incorporated into one of the objectives of *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan*. At least 50% of the planned activities contained in the plan have been implemented [4.3].

1. Outreach to Local High Schools

Since Fall 2008, the College's implementation of the *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan* has been actively engaged in partnerships with 12 high schools that have majority Latino populations. The College's staff and administrators have worked closely with high school counselors and administrators to identify courses that students need to complete the "A-G" requirements and that they find particularly engaging. Courses taught at high school sites have included Political Science, Physics, Speech, Business Law, Computer Applications and Office Technology, English as a Second Language, Developmental Communications, and Personal Development [4.4].

The College's working relationships with local Districts 6 and 7 of the Los Angeles Unified School District (LAUSD) have resulted in increased awareness of LASC in high schools in the community. Some of the special high school outreach events staged in recent years have included [4.4]:

- Approximately six campus tours in Fall 2008 of LASC by students from partner high schools
- High School Senior Day (Spring 2008), which drew 150 seniors from three high schools for five-hour educational/orientation workshops on college awareness and financial aid and a campus tour
- Cash for College workshop for Latino families detailing AB540 benefits
- College Family Day Program (November 2008), drawing over 800 predominantly Latino participants (elementary, middle, and high school students and their parents and teachers) for bilingual workshops on the College enrollment process,

financial aid, careers in technical education, and ways to support students' college success

- One of the more successful high school partnerships is between LASC and International Studies Learning Center (ISLC) High School, a primarily Latino-serving high school
 - This partnership is funded by the Bill Gates Foundation, the Asia Society, and the Foundation for California Community Colleges, and supported by resources from LAUSD and LASC
 - The focus is to offer college-level courses at the high school, establish a curriculum alignment project between the high school and the College faculty, and provide an international focus for all school participants
 - The success and retention rates of these high school students have been encouraging, and the partnership has provided successful outcomes for both the College and high school
 - The program has been established over the past two years and serves approximately 145 students each semester
 - Reports are prepared to regularly share success and retention data with the high school
- On June 24, 2008, a meeting was held with representation from LAUSD District 6 and 7 Superintendents, administrators, faculty, parents and students to establish a local partnership action team to outline goals and strategies to further the partnership between the two entities
 - Representing Southwest College were the President, Vice President of Academic Affairs, Vice President of Student Services, faculty and students
 - During the meeting it was agreed that the College would work separately with Districts 6 and 7 to enhance the partnership.
 - The Vice President of Student Services was assigned District 6, and the Vice President of District 7 was assigned District 7

In addition, recruitment staff have met with high school counselors and participated in high school college fairs and classroom presentations. The College has also extended its outreach effort outside of the LAUSD boundaries into the predominantly Latino Lynwood community and as a result of meetings with the high school principal, college classes are now offered at Firebaugh High School that meet the A-G requirements [4.4].

2. Enhancing the Culture on Campus to Support Changing Service Area Demographics

Through visits and communications with local community groups, it was reported that bringing events on campus could be used to impact Latino college participation and engender the College to the community. As a result of this assessment, numerous cultural events have brought members of the community to the campus and have involved the College population more fully with the community. The following is a sampling of those activities [4.5]:

- Latino Soy events increased participation from approximately 200 in May 2007 to approximately 700 in May 2008
- Two Ricardo Duque Concerts (September 2008) with a total of 500 attendees
- Latin American Student Association (LASA) Holiday events (200 participants)
- Alberto Cesar Hagar-Gonzalez lecture, *Mystery of the Mayas* (September 2008), co-sponsored by Maya Mundo Foundation of Los Angeles (50 participants)
- First annual Dia de los Muertos/Day of the Dead Altar Exhibit (October 2008), a collaboration with Federación Pueblanos de Los Angeles, Casa de la Ciudad de Mexico, and the Federación Michoacanos, which drew 200 attendees
- The English and Foreign Language Department, Counseling, and Puente Program sponsored an interactive event with Danny Herrera, Latino author, who visited the campus and did a reading on Thursday, February 26, 2009. In addition, students read their own work and received feedback from Mr. Herrera
- International Education Day (November 2007, December 2008)

3. Outreach to the Latino Community

A central element of the Latino outreach strategy contained in the *Latino Community Action Plan* [4.6] was to establish partnerships and participate in meetings with local municipalities and community-based organizations on an ongoing basis. These efforts include the following [4.7]:

- Establishing relationships with the Mexican Immigrant Home Town Associations (HTA's), which have thousands of members living in the Los Angeles area. Among them are Federación Pueblanos of Los Angeles, Casa Puebla of Los Angeles, Casa de la Ciudad de Mexico, D.F., Federación Michoacanos de California, Casa Durango, Libreria Martinez, Mundo Maya Foundation of Los Angeles, and Foundation Jalisco
- Meeting three times in the evening with the community at the Oldtimers Foundation in Huntington Park at which community members provided input about their families' educational needs and requested credit courses towards the completion of an AA in Child Development and courses in ESL, resulting in the College offering credit and non-credit classes at the Old-Timers site
- Presenting a bi-national taekwondo tournament at the College, showcasing the top amateur taekwondo athletes from Mexico and the U.S.
- Arranging a tour of LASC in the summer of 2008 for Latino community leaders that included executive director of the Watts Century Latino Organization, executive director of Casa Puebla, executive director of Maya Mundo Foundation, President of the Federación Jalisco de Sur California, and President of the Federación de Michoacanos de California
- LASC hosted a meeting between Latino community leaders and LACCD Board of Trustees (BOT) members in August 2008

4. The LASC “Bridges to Success” (Puentes al Exito) Program

The Bridges to Success (BTS) Program has been one of the College’s most successful vehicles for gathering information from and reaching out to the surrounding Latino community in recent years. The activities of the Bridges to Success Center include [4.8]:

- Establishing a bilingual student support center that coordinates the offering of credit and non-credit classes at churches, parks, and community-based organizations
- Providing ongoing community assessment efforts that involves distribution and evaluation of needs surveys in Spanish at locations such as Lennox Park, Moffett School, St. Thomas, Lighthouse Community Outreach, St. Margaret Center, Casa Puebla in Lynwood, Watts Century Latino Organization, and the Imperial Courts Housing Authority; the results of these surveys are used to drive future course offerings
- Establishing a partnership with Casa Puebla in Lynwood at which the College offered non-credit classes, providing 24 laptops in order to offer Basic Computer Literacy (Basic Skills 060CE), a computer application course taught in Spanish
- Providing activities with several local parishes and churches
- Partnering with community agencies in literacy and citizenship and voter registration campaigns

5. Enhanced Public Information and Public Relations Efforts

Under the direction of the College’s Public Relations Specialist, a comprehensive marketing and public relations plan for the College was implemented in Spring 2007 [4.9]. Actions to inform the community about LASC programs, courses, and services include: [4.10]:

- Production of print advertisements, including story-oriented ads focusing on the achievements of Spanish-speaking alumni for Spanish-language newspapers, e.g., Hoy, which has the 2nd largest Spanish circulation in the United States. Story-oriented ads included:
 - LASC students brother and sister hired as program assistants in the Office of Academic Affairs
 - UCLA honor student who learned English at LASC and graduated from both institutions with a 4.0 GPA
- Radio commercials on top Los Angeles radio stations targeting Latinos in the 18-40 age range, such as Spanish language SuperEstrella, and K-DAY
- Addition of Spanish-language pages on enrollment and policies to the Schedule of Classes in consultation with Bridges to Success/*Puentes al Éxito* staff
- Creation of news releases issued in Spanish to Spanish language media as an advertising campaign. The College prepared a special 8-page bilingual supplement that was distributed with editions of *La Opinion* to more than 45,000 Spanish-speaking households in Southern Los Angeles
 - This regional edition of *La Opinion* highlights academic programs and support services targeted to the area’s Latino population and provided

information on Latino-themed on-campus opportunities and events for Spring and Summer 2009

- The College distributed an additional 5,000 to Latino community-based service organizations.
- Issued bilingual news releases to Spanish language newspapers.

6. Increased Commitment of Human Resources

Since Spring 2008, the College has increased its commitment of human resources to community outreach and community education. In 2006, a College Recruitment Coordinator and a Public Relations Specialist were hired to enhance the College's outreach and public relations efforts. In 2007, the College hired a community outreach liaison with strong ties to the southeast Los Angeles community and LAUSD. The liaison has been instrumental in establishing relationships with local school principals and local elected officials to position Southwest College as "top-of-mind" in its service area [4.11].

In addition:

- In accordance with the *Latino Community Action Plan*, which identified the need for recruitment and attraction of bilingual counselors, three additional workers, one of whom is bilingual and works primarily with high schools with Latino majority populations, were hired. These new hires increased the outreach and recruitment staff to one full-time and three part-time staff, resulting in an increase in recruitment spending of 42.2% in the 2008-2009, when compared with 2007-2008 recruitment expenditures [4.12]
- The Dean assigned to work with Latino community outreach has been given responsibility over the non-credit area. The Dean's staff works together with the Public Relations Specialist to implement the *Latino Community Action Plan* in consonance with the College *Public Relations Plan* to ensure that the community is well informed of LASC programs, courses, and services

7. Staff Diversification

In an effort to move toward a faculty and staff composition that reflects the diversity of the LASC surrounding community, the College has made a concerted effort in its recruitment activities to increase the diversity of faculty and staff applicant pools by utilizing such media as the CCC Faculty and Staff Diversity Registry and the LACCD Web Page. In addition, publications designed to reach minority readership such as *Hispanic Outlook In Higher Education* and *Diverse Issues In Higher Education* have also been utilized. Recruitment efforts to fill five full-time, tenure-track faculty and staff positions for Fall 2008 resulted in the hiring of three Latinos and two African-Americans. Additionally, the College hired a Latino as the Dean of the TRIO program [4.13].

The College has increased the availability of bilingual counseling services. The new full-time counseling faculty hired to work with students needing bilingual counseling is

assigned 50% to work with this effort. Beginning in Fall 2008, the counseling hours were expanded on Wednesdays from 11:00 am to 7:00 pm and Thursdays from 10:30 am to 6:30 pm. Moreover, the Bridges to Success program has developed a bilingual student information brochure for AB540 and non-resident students [4.13].

8. Building Student Capacity on Campus

Equally important to the outreach and academic enrichment activities described above, LASC has taken serious steps, based on the *Latino Community Action Plan*, to transform the prevailing College culture so that it is more welcoming and supportive of Latino students. These efforts have included the following:

- Established the Latin American Student Association (LASA) which encourages student participation in cultural events on campus [4.14]
- Applied for and received funding from the Office of the President of the University of California to implement a Puente Program at LASC [4.15]
 - Implemented the Puente Program, an academic and counseling project focusing on Latino student success [4.16]
 - A dedicated bilingual counselor oversees off-campus outreach efforts, actively recruiting for this program in local high schools
 - Puente students enroll in a designated English 101 class with an emphasis on Latino literature and culture and pair with a Personal Development 17 in Spring 2009; encouraged Puente learning communities including Math classes
 - Matched 30 LASC Puente students with one of 10 mentors recruited from the business and professional community. Students in Puente work closely with their counselor, English instructor and mentor to prepare for transfer to four-year colleges and universities, and to participate in the following components

Future Plans

The unduplicated headcount of credit and non-credit Latino students has increased nearly 40% over the past three years:

- Fall 2006: 2,117, or 30.3% of the student population
- Fall 2007: 2,612, or 35.8% of the student population
- Fall 2008: 2,946, or 34.9% of the student population

Today, the Latino service area data (48.5%) are 13.6% greater than the Latino college population (34.9%). While the College has already achieved a great deal of success in relation to improving its outreach, marketing, recruiting, and on-campus support to this growing service area population, more work remains to be done.

The College's strategy to meet the educational needs of the Latino community will continue as the current *Latino Community Action Plan* and the *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan* are analyzed and evaluated for future improvements. Some existing future plans now include the following:

- With the opening of the new Student Services Building in Spring 2009, the new Bridges to Success (BTS) Center, with its increased space, will invite Latino community groups to an open house. A bilingual brochure on the Bridges to Success Center will be included as part of marketing and outreach packets starting Spring semester of 2009. Brochures will also be available in the Admissions and BTS offices.
- BTS staff have identified areas where bilingual signage will be placed on campus. The Dean who oversees this area is coordinating with the facilities director to place bilingual signage in the main entryway of the College, directing Spanish speakers to the BTS office where bilingual staff are available to answer questions.
- BTS Center is currently preparing a grant proposal to the California Community Foundation (CCF) on the new Immigrant Integration Initiative due March 27, 2009
- BTS will be establishing a new community advisory committee, comprised of representatives from the faith-based community, local small businesses, Latino community organizations, and students that provides recommendations regarding services, community events, and non-credit course development
- Utilizing non-credit curriculum, BTS, in collaboration with a dean and a math instructor, is currently developing an Academia de Matemáticas y Ciencias, or Math & Science Academy, geared toward middle school students. The proposed classes will be offered at no cost both on campus and at a school site in the city of Huntington Park in summer 2009.
- In Spring 2009, the College plans to establish an LASC Latino Employee Association, (LEA), whose goal is to solidify a community advisory board to assist in addressing the issues of the Latino student population beyond the College community and to engage Latino personnel in actively participating in LEA-sponsored events.
- The Dean assigned to the non-credit program is collaborating with the chair of the Learning Assistance Department in order to assist non-credit ESL students improve in reading skills.
- In Spring 2009, LEA will present the third annual Latino Soy Program to the College and surrounding community. The program's goals will be to educate and promote the various Latino cultures within the college community and share those cultures with all LASC students.
- The English and Foreign Language Department, Counseling, and Puente Program are sponsoring a campus-wide event in Spring 2009 when Sandra Lopez, Latina author, will lead a Latina Literature Symposium on March 26.
- The campus plans to access more grant opportunities such as Title III and Title V
- Currently preparing a grant proposal to the California Community Foundation (CCF) new Immigrant Integration Initiative due March 27, 2009.

Evidence

- 4.1 Institutional Research Data on College Dem IR Research Data on College Demographics (2008)
- 4.2 Puebla Award
- 4.3 *LASC Outreach and Recruitment Office 2008-2009 Recruitment Plan*

- 4.4 Outreach High School Events
- 4.5 Latino Campus Events (2007, 2008)
- 4.6 *Latino Community Action Plan*
- 4.7 Outreach to the Latino Community
- 4.8 Bridges To Success
- 4.9 Public Relations Plan
- 4.10 Public Relations Folder
- 4.11 Community Liaison
- 4.12 Outreach and Recruitment (1 full-time and 3 part-time)
- 4.13 Staff Diversification
- 4.14 Latin American Student Association (LASA)
- 4.15 Puente Agreement
- 4.16 Puente Program

Commission Recommendation #1

"The Commission is seeking evidence that the district has developed, implemented, and is adhering to a plan which will address the unfunded retiree health benefit liability to assure out-year obligations without significant negative impact on the financial health of the institution."

The LACCD has taken significant steps to address the issue of its unfunded liability for retiree health care. The GASB-mandated accounting standards require public employers to determine and report their actuarial obligation for "other post-employment benefits (OPEB)" – primarily retiree health insurance – and to develop a plan for addressing those obligations.

The LACCD's initial actuarial study in 2005 calculated its retiree health benefit liability as \$623.2 million [1.1]. The large figure was not surprising for a district that has provided pay-as-you-go retiree health care coverage since its inception in 1969, but the district's unions and management recognized that the liability could be reduced by prudent pre-funding of a portion of the unfunded obligation through an irrevocable trust.

In Fall 2006 the district's six unions and the Board of Trustees approved a negotiated agreement to begin partial prefunding by **annually** directing 1.92% of the previous fiscal year's full-time employee payroll into an irrevocable trust. The district's full-time employees gave up almost one-third of the 5.92% Cost of Living Allowance (COLA) provided to community colleges in 2006-07 by the State of California. In effect, LACCD employees agreed that, on an ongoing basis, they would accept salaries almost 2% lower than they would otherwise have accepted in order to secure retiree health care for themselves and future full-time employees of the district. The money saved through this sacrifice of salary will create an ongoing annual stream of revenue into the district's OPEB trust. In addition, LACCD management and unions agreed that an amount equivalent to the district's annual Medicare D refund would also be diverted from the district's operating budget into the OPEB trust.

The district and its unions conducted a thorough review of options for the irrevocable trust and determined that they wanted CalPERS to manage it. Because the law at the time restricted access to CalPERS trusts to agencies that participated in the PEMHCA health plans, the district and its unions worked actively to change the law to allow the LACCD (and other non-PEMHCA agencies) to pre-fund its OPEB obligation through a CalPERS-managed trust. The district had a second actuarial study completed in accordance with CalPERS guidelines [1.2]. In Fall 2007 Governor Schwarzenegger signed AB 554 (Hernandez), and in Spring 2008, the LACCD moved its accumulated funds from the Los Angeles County Treasurer to a CalPERS-managed irrevocable trust. As of Fall 2008, the balance in the trust was \$11,518,103.

During 2007, Governor Schwarzenegger's Commission on Public Employee Post-Employment Benefits held hearings across California and issued a report with recommendations on how the problem of unfunded OPEB benefits could best be

addressed [1.3]. Former LACCD Chancellor Rocky Young and LA College Faculty Guild President Carl Friedlander made a joint presentation to the Commission on the LACCD pre-funding plan at a hearing at UCLA in September 2007. The Commission included the LACCD plan as a case study and a model of a “hybrid” solution that fully prefunds the obligation for young and future employees while prefunding a portion of the obligation (and continuing pay-as-you-go) for those closer to retirement. At a press conference presenting the Commission’s report on January 7, 2008, Commission Chair Gerald Parsky made the following comments:

“As part of our mission, we surveyed approaches taken by various municipalities to fund their pension and retiree health care obligations. We present these findings in the ‘case studies’ section of the report.”

Looking at these case studies, I think you will see that many of our state’s local governments have been taking this issue very seriously and have implemented some very effective and innovative approaches to funding their liabilities.

Specifically, I encourage you to take a close look at Santa Clara County, Los Angeles Community College District, Modesto City Schools District and Central Valley Health Trust. Each of these entities has implemented what we regard as some of the best practices.”

With our prefunding plan, our annual costs are actually \$41,228,000, and our anticipated funding for 2008 is \$38,193,000, which is 93% of the annual costs. (The 2008 figure is higher than anticipated in subsequent years because it includes a two-year accumulation of prefunding in addition to that year’s pay-as-you-go costs.) The second year, we project our funding to be at approximately 80%. The district’s very successful Joint Labor-Management Benefits Committee continues to work diligently to find ways to control the cost of health care for both active and retired employees while continuing to monitor the national debate on the future of American health care. The district is also working to identify other revenue sources by studying the feasibility of issuing an OPEB obligation bond and exploring the possibility of directing toward OPEB a portion of the revenue expected from new public-private partnerships and the sale and/or lease of some district assets.

Evidence

- 1.1 LACCD Actuarial Valuation, July 1, 2005, Retiree Health Insurance Program
- 1.2 Actuarial Valuation Study, Post-Retiree Health Benefits, April 23, 2008
- 1.3 Funding Pensions & Retiree Health Care for Public Employees, a report of the Public Employees Post-Employment Benefits Commission (see p. 169-173)

Addendum: Recommendation Status Matrix Recommendations 1-4

ACCJC Recommendation	Summary of Actions Taken	Evidence (partial listing)
<p>1. <i>Although the College has made significant progress in the program review process of instructional programs, the team recommends, as did the team in 2000, that the College implement a program review process, different from unit planning, for non-instructional programs including student services to evaluate their effectiveness and assist in planning (Standards IB.1, IB.2, IB.3, IIB.3, IIB.3.c, II.B3.e, II.B4, II.C2, IVA.1, IVA.2a, IVA.2b, IVA.3).</i></p>	<ul style="list-style-type: none"> ▪ By summer 2008, the College completed 100% of its 2007-2008 non-instructional program reviews (NIPR), and, as of the writing of this report, has completed most of the 2008-2009 NIPRs 	<ul style="list-style-type: none"> ▪ Completed 2007-2008 NIPRs ▪ Completed 2008-2009 NIPRs
<p>2. <i>The team recommends that the College develop and implement a plan to address the problems of low retention, persistence, and success rates of students who enter the College without sufficient academic preparation. (Standards IA.1, IB.7, IIA.2d, IIIB.1, IIIB.2, IIID.1, IVA.5)</i></p>	<ul style="list-style-type: none"> ▪ In 2006, the College drafted its first <i>Basic Skills Plan</i>. ▪ In the summer of 2008, the College built upon the foundation of this initial effort to develop the <i>2008-2011 Student Success Plan</i> ▪ 2008 College Restructuring ▪ Curriculum alignment ▪ Curriculum restructuring ▪ Master syllabi ▪ Students enrolled in basic skills English, Dev Com, and Math 18 additional lab hours ▪ Labs have discipline instructors at all times ▪ New English Writing Center ▪ Lab hours more student friendly ▪ Increased number of tutors ▪ More qualified tutors (training, etc.) 	<ul style="list-style-type: none"> ▪ <i>Basic Skills Plan</i> (2006) ▪ <i>2008-2011 Student Success Plan</i> ▪ California Benchmarking Project Analysis and Recommendations ▪ Fall 2008 Basic Skills Data <ul style="list-style-type: none"> • Basic skills English <ul style="list-style-type: none"> • Retention: 88.2% in Fall '07 to 89.2% in Fall '08 • Successful course completions (SCC): 49.0% in Fall '07 to 59.9% in Fall '08 • Developmental Communications <ul style="list-style-type: none"> • Retention: 64.2% in Fall '07 to 85.6% in Fall '08 • SCC: 37.5% in Fall '07 to 43.9% in Fall '08 • Math 105 (Arithmetic) <ul style="list-style-type: none"> ○ Retention: 61.2% in Fall '07 to 71.7% in Fall '08 ○ (SCC): 26.1% in Fall '07 to 28.5% in Fall 08 • Math 112 (Pre-Algebra) <ul style="list-style-type: none"> ○ Retention: 82.8% in Fall '07 to 87.0% in Fall '08 ○ (SCC): 42.1% in Fall '07 to 49.2% in Fall 08 • Math 115 (Elementary Algebra) <ul style="list-style-type: none"> ○ Retention from 72.0% in Fall '07 to 73.9% in Fall '08 ○ (SCC): 40.5% in Fall '07 to 31.7% in Fall 08 <p>Note: A likely reason for the decline in success rates for Math 115 is that beginning Fall 2008 the Math Department instituted a common final exam for Math 115. After analyzing the results of this common final, departmental faculty recommended the following improvements to the program:</p> <ul style="list-style-type: none"> • Improve student learning outcomes in Math 112 • Hire more full-time faculty • Expedite the revalidation of placement scores

		<ul style="list-style-type: none"> • Encourage faculty to give more practice exams for Math 115 students • Encourage faculty to review for the common final at least 3-5 hours
<p>3. <i>The team has found that there is a divergence between plans and subsequent action. Therefore, the team recommends that the College focus greater attention on assessing the currency and effectiveness of all programs and services with particular emphasis on the following areas:</i></p> <p><i>a) staff development,</i> <i>b) distance learning,</i> <i>c) technology,</i> <i>d) enrollment management, and</i> <i>e) occupational education.</i></p> <p><i>The team further recommends that the College incorporate the identified needs and adopted action plans into the Integrated College Operational Plan (Standards IA.1, IB.3, IB.7, IIA.1a, IIA.1b, IIA.2b, IIA.2c, IIA.2f, IIA.3, IIA.5, IIC.1a, IIC.2, IIB.3, IIIC.1, IIIC.2).</i></p>	<ul style="list-style-type: none"> ▪ The College has assessed all of its programs and services ▪ The College revised <i>Strategic Planning Handbook</i> ▪ The College has assessed and evaluated the effectiveness of the five areas called out in this recommendation and has adopted and implemented new and/or revised plans in all five areas within the past ten months. ▪ The College has developed an integrated <i>2008-2011 Strategic Plan</i> that aligns the goals and implementation strategies of efforts in 10 critical institutional areas, five of which are the focus of this recommendation ▪ College has incorporated action plans into its annual Integrated College Operational Plan (ICOP) 	<ul style="list-style-type: none"> ▪ NIPRs and academic “mini-reviews” ▪ <i>Strategic Planning Handbook</i> ▪ <i>2008-2011 Strategic Plan</i> ▪ <i>Staff Development Plan</i> ▪ <i>Comprehensive Plan for E-Learning/Online Education 2008-2011</i> ▪ <i>Technology Plan</i> ▪ <i>Strategic Enrollment Management Plan</i> ▪ <i>Career and Technical Education Plan</i> ▪ Minutes, emails, meeting sign-in sheets
<p>4. <i>There is no clear evidence that the College has developed specific strategies to meet the educational needs of the changing demographics of its community. The team recommends that the College intensify its efforts to identify service area needs. The team further recommends that the College develop and implement plans for programs, courses, and services to address identified needs (Standards IA.1, IIA.1a, IB.3a, IIB.4, IIIB.1, IIIB.2, IIID.1).</i></p>	<ul style="list-style-type: none"> • Outreach to and educational partnerships with local high schools <ul style="list-style-type: none"> • International Education Day • High School Senior Day • College Family Day Program • Cash for College workshop • Enhancing the campus culture <ul style="list-style-type: none"> • Latino Soy event • Two Ricardo Duque Concerts • Latin American Student Association (LASA) Holiday events • Alberto Cesar Hagar-Gonzalez lecture, <i>Mystery of the Mayas</i> • First annual Dia de los Muertos/Day of the Dead Altar Exhibit • Outreach to the Latino Community <ul style="list-style-type: none"> • Establish relationships with Mexican Immigrant Hometown Association • Survey community needs at Oldtimers Foundation in Huntington Park • Hosting a meeting between Latino community leaders and LACCD BOT members • The LASC Bridges to Success 	<ul style="list-style-type: none"> ▪ Institutional Research Data on College Demographics (Fall 2008) ▪ Outreach and Recruitment Plan and Status Report (2008-2009) ▪ Latino Outreach Committee ▪ Bridges to Success ▪ Marketing Plan (2007) ▪ Bilingual Counseling Services ▪ Latin American Student Association (LASA) ▪ Puente Program ▪ As the result of these efforts, the unduplicated headcount of credit and non-credit Latino students has increased by nearly 40% over the past three years, increasing from 2,117 in Fall 2006 to 2,946 in Fall 2008.

	<p>(BTS) Program</p> <ul style="list-style-type: none"> • A bilingual student support center • Establish community partnerships, e.g., Casa Puebla providing laptops, offering computer literacy courses in Spanish • A new community advisory committee • An ongoing community assessment • Enhanced public information and public relations efforts <ul style="list-style-type: none"> • Production of print advertisements • Radio ads • Addition of Spanish-language pages on scheduled , catalog and other student material • News releases, e.g., 45,000 eight-page insert in La Opinion • Increased commitment of human resources <ul style="list-style-type: none"> • Three additional workers, one of whom is bilingual and works primarily with high schools with Latino majority populations • 42.2% in the 2008-2009 year over 2007-2008 • The Dean assigned to work with Latino community outreach has been given responsibility over the non-credit area • Staff diversification <ul style="list-style-type: none"> • Five full-time, tenure-track • Four Latinos and two African Americans. • The College hired a Latino as the Dean of the TRIO program [4.12]. • Building a student-friendly culture on campus <ul style="list-style-type: none"> • The Latin American Student Association • Began the Puente Program 	
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