



INSTITUTIONAL SELF EVALUATION REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by



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To

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

March 2016

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ACKNOWLEDGEMENTS

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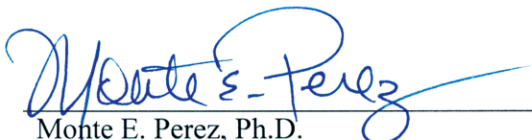
Certification of Institutional Self Evaluation Report

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

FROM: Monte E. Perez, Ph.D.
President, Los Angeles Mission College
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This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

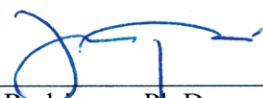
We certify that there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.



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President, Los Angeles Mission College

12-7-15

Date



Francisco C. Rodriguez, Ph.D.
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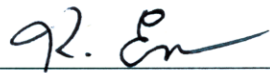
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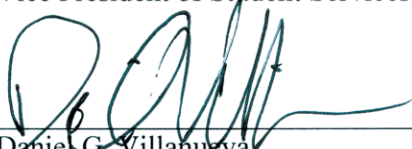
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INTRODUCTION

Los Angeles Mission College is located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities throughout the city of San Fernando and surrounding communities including Granada Hills, Lake View Terrace, Pacoima, Sepulveda, Sylmar, Sun Valley, Sunland, Tujunga, and Mission Hills. The College also served students from neighboring communities such as North Hollywood, Panorama City, Van Nuys, and Burbank. Northeast San Fernando communities have many hardships with low educational attainment, low income, high unemployment and under employment, and a majority of students are first-generation college students.

In 1991 the new permanent campus was completed on a 22-acre site in Sylmar and the College experienced a surge in enrollments and a resulting higher visibility in the community. In 2007 the College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to higher education for generations of students. From the beginning, the College has sought to unleash the potential of the community through innovative programs encouraging academic and personal growth.

The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, noncredit instruction, counseling, and community services and education. Over the past 40 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many of today's community leaders in business and civic affairs.

More and more students with ever-changing needs pursue knowledge and personal growth through the College's many responsive educational programs. Los Angeles Mission College strives to stimulate the intellectual, social, and economic development of individual students and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages young people to pursue their potential with classes taught in area high schools; supports growth programs with numerous community events and business seminars; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

In 2001, 2003, and again in 2008, voters approved three separate bond measures – Proposition A, Proposition AA, and Measure J – designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College adheres to its Facilities Master Plan to address the needs of a growing student population. Since the last Accreditation Self Evaluation, the College has completed the construction of the Center for Child Development Studies; the Health, Fitness, and Athletics Complex; the Culinary Arts Institute; the Eagles Landing Student Store; and the Center for Math and Science. In addition, the Arts, Media and Performance building is under construction.

In fall 2014, the College served over 11,150 students from Northeast San Fernando Valley communities and surrounding cities. The College also serves a growing number of online students; currently approximately five percent of all classes are taught online.

College Service Area

The College is one of nine in the Los Angeles Community College District. The District encompasses 882 square miles and currently serves nearly 140,000 students from a population base of over ten million district residents located in the greater Los Angeles area.

The College's enrollments are concentrated in an area encompassing ten zip codes that account for over 75 percent of the College enrollment. Over 85 percent of enrollment is drawn from an extended area that includes the 22 zip codes that form an approximate ten-mile radius around the College. Figure 1 displays fall 2014 enrollment density in the College's service area.

The socioeconomic characteristics of the College's service area are derived from the 2013 American Community Survey (U.S. Census Bureau) estimates. In 2013, the primary service area encompassed a population base of over 225,000 residents.

Population data for 2013 show that the College's primary service area is gender-balanced at 50 percent female and 50 percent male. Almost one-third (29 percent) of the service area population is under 18; 12 percent is traditional college age (18 to 24); eight percent is 25 to 29; 14 percent is 30 to 39; 14 percent is 40-49; and 24 percent is 50 or older.

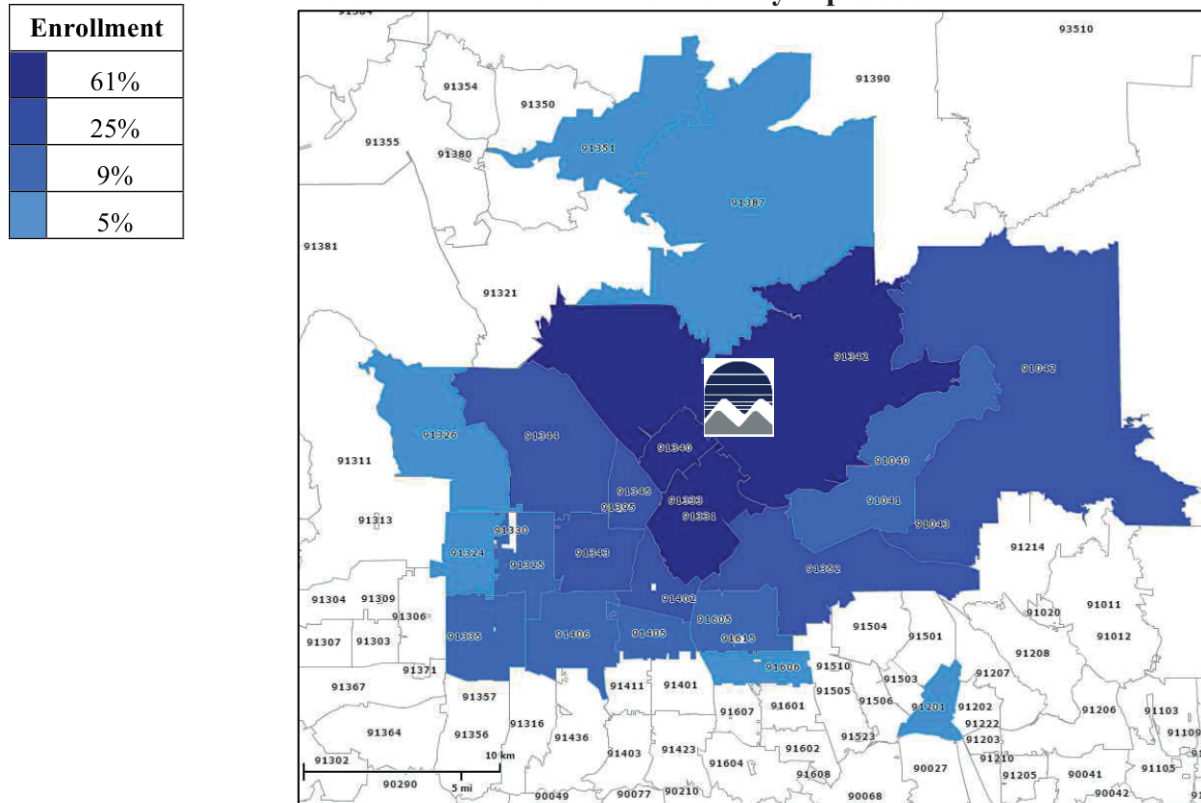
The community is predominantly Hispanic (83 percent), eight percent White, 5 percent Asian/Pacific Islander, and four percent Black. In comparison, the population in Los Angeles County is 48 percent Hispanic, 27 percent White, 14 percent Asian, and eight percent Black.

In addition, 78 percent of the primary service area population reported a language other than English spoken at home, with 34 percent indicating that they spoke English less than "very well." By comparison, 57 percent of the Los Angeles County population reported that they spoke a language other than English at home, and 26 percent of this group indicated that they spoke English less than "very well."

Median household income in the primary service area was \$55,365, while the average income was \$62,923. By comparison, median household income in Los Angeles County was \$54,529, while the average income was \$80,682.

The primary service area is characterized by lower levels of educational attainment than Los Angeles County. For the population 25 years old and over, 42 percent had less than a high school education compared to 23 percent for Los Angeles County. More significantly, only 12 percent of the primary service area population has attained a bachelor's degree or higher, whereas for Los Angeles County this figure was 30 percent.

FIGURE 1: Fall 2014 Enrollment by Zip Code

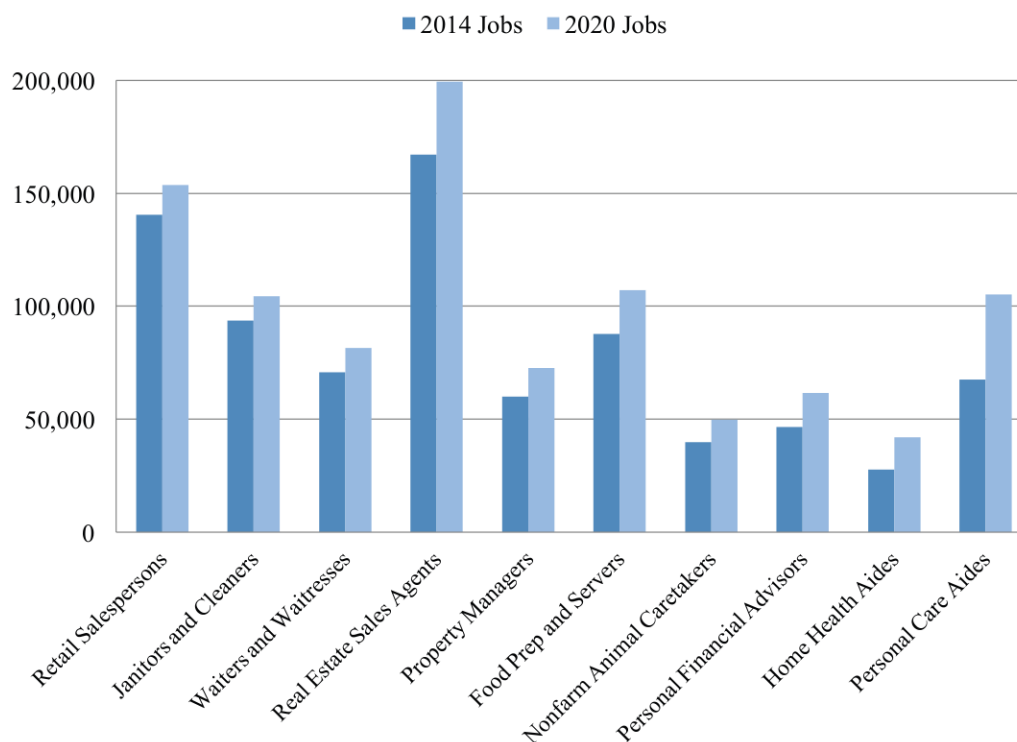


Labor Market

The American Community Survey reports that 36 percent of the workforce in Los Angeles County is engaged in management, business, science, and arts occupations; 25 percent in sales and office occupations; 19 percent in service occupations; 13 percent in production, transportation, and material moving occupations; and eight percent in natural resources, construction, and maintenance occupations.

According to Economic Modeling Specialists International (EMSI), the fastest growing occupations in Los Angeles County for 2014 are real estate sales agents and retail sales persons, but their expected growth rates for 2020 are only 19 percent and nine percent, respectively. On the other hand, jobs with a higher percentage growth for 2020 are personal care aides, home health aides, and personal financial advisors, with growth rates of 56 percent, 52 percent and 33 percent, respectively. Jobs with lower expected growth rates for 2020 are janitors and cleaners (excluding maids and housekeeping cleaners); and waiters and waitresses, with growth rates of 11 percent and 15 percent, respectively.

FIGURE 2: Fastest Growing Occupations in Los Angeles County 2014-2020



Enrollment and FTES

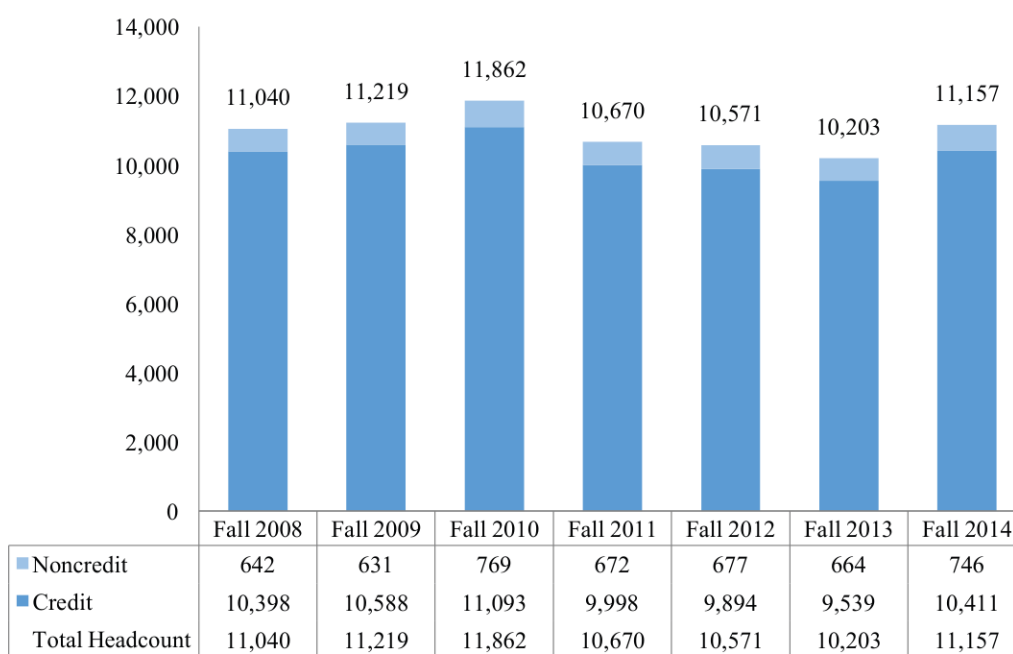
In fall 2014 the College served a total of 10,411 credit students and 746 noncredit only students (Figure 3). Credit enrollment peaked at 11,093 in fall 2010, while noncredit enrollment peaked in spring 2009 at 1,018 students. In spring 2011 enrollment began to decline due to workload and budget reductions. However, as the budget situation improves, enrollment is once again on the rise.

The Full-Time Equivalent Students (FTES) enrollment generated by the College includes credit FTES, noncredit FTES, and non-resident credit FTES. The total FTES generated by the College peaked in 2009-2010 at 7,245 (Table 1). Again, due primarily to state budget cuts, the College's total FTES declined to a low of 6,043 in 2012-2013, but began to increase in 2013-2014 and is anticipated to continue increasing in the short-term.

Full-Time Equivalent Faculty (FTEF) peaked in 2007-2008 (Figure 3) and also declined in the following years due to state budget cuts. FTEF began to increase again in 2013-2014 and is anticipated to continue increasing in the short-term due to the hiring of a large number of new faculty.

Average Classroom Size (ACS) is defined as enrollment per faculty contact hour. The ACS for 2013-2014 was 36.5, well above the District-wide target of 34. The College's ACS increased from 30.8 in 2007-2008 to a high of 43.4 in 2011-2012, but has been decreasing to 36.5 in 2013-14 (Table 1).

Weekly Student Contact Hours per Full-Time Equivalent Faculty (WSCH/FTEF) increased from 452 in 2007-2008 to 670 in 2010-2011, but has been declining since then and was 640 in 2013-2014.

FIGURE 3: LAMC Headcount Fall 2008 – Fall 2014**TABLE 1: LAMC Instructional Measures Report, 2007-2008 to 2013-2014**

Measure	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Credit FTES	5,902	6,769	6,681	6,681	6,018	5,609	5,810
Noncredit FTES	370	331	327	339	336	290	287
Nonresident Credit FTES	126	145	188	178	142	144	131
Total FTES	6,398	7,245	7,196	7,198	6,496	6,043	6,228

FTEF	424.59	389.92	330.71	322.05	295.76	282.527	291.702
FTES/FTEF	15.07	18.58	21.76	22.35	21.96	21.39	21.35
WSCH/FTEF	452.06	557.42	652.78	670.52	658.91	641.67	640.52
Average Class Size (ACS)	30.8	35.6	40.9	42.5	43.4	37.5	36.5

Faculty and Staff Composition

The total number of employees at LAMC in fall 2015 consisted of 89 full-time instructional faculty, 278 adjunct instructional faculty (including non-teaching faculty), 162 classified non-instructional staff, 10 academic administrators, and 245 unclassified employees. The number of full-time faculty has increased six percent from 84 full-time faculty in fall 2012 to 89 in fall 2015. Over the same period, the total number of adjunct instructional faculty increased 12 percent from 248 to 278.

In terms of staff composition, 60 percent of all employees were female, an increase of three percent since fall 2012. The ethnic distribution of college staff in fall 2015 was 38 percent White, 26 percent Hispanic, nine percent Asian/Pacific Islander, seven percent Black, and 20 percent Unknown/Decline to State.

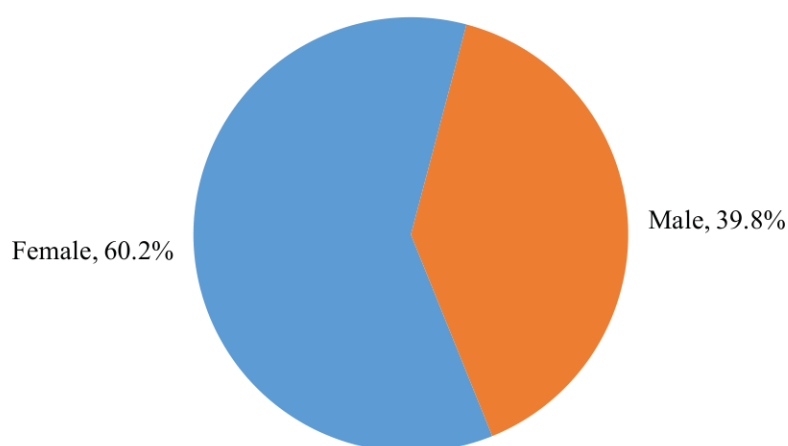
Student Characteristics

Student characteristics data are summarized below and can also be found on the LAMC Office of Institutional Effectiveness website: <http://www.lamission.edu/irp/characteristics.aspx>.

Gender

The percentage of male students increased two percent from 38 percent in fall 2008 to 40 percent in fall 2014 (Figure 4). This increase, which was also evident over the entire Los Angeles Community College District, may have been due to changes in labor market conditions resulting from the 2008 recession.

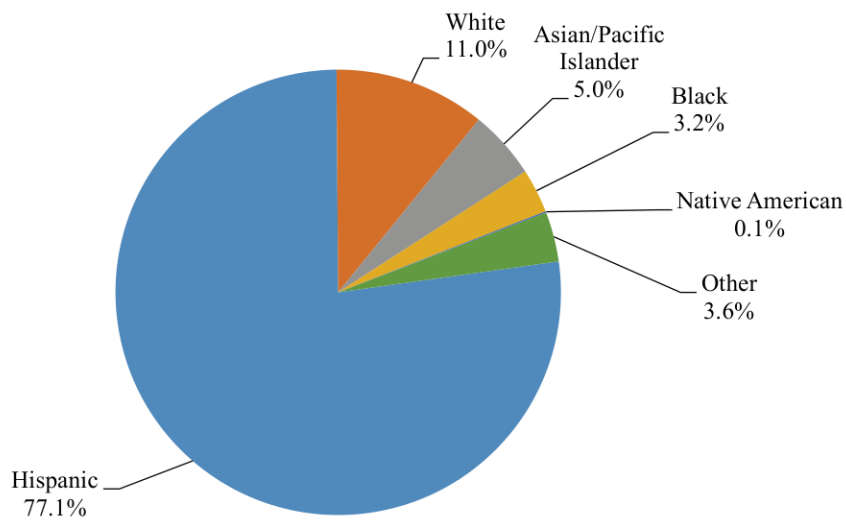
FIGURE 4: Gender Distribution of LAMC Students, Fall 2014



Ethnicity

The ethnic composition of the student population has shifted slightly over the past several years. The proportion of Hispanic students, the largest ethnic group on campus, increased from 69 percent in fall 2009 to 77 percent in fall 2014 (Figure 5), and the proportion of White students slightly increased from ten percent to 11 percent during the same period. In contrast, the percentage of Asian/Pacific Islander students slightly declined from six percent in fall 2009 to five percent in fall 2014, and the proportion of Black students declined slightly from four percent to three percent.

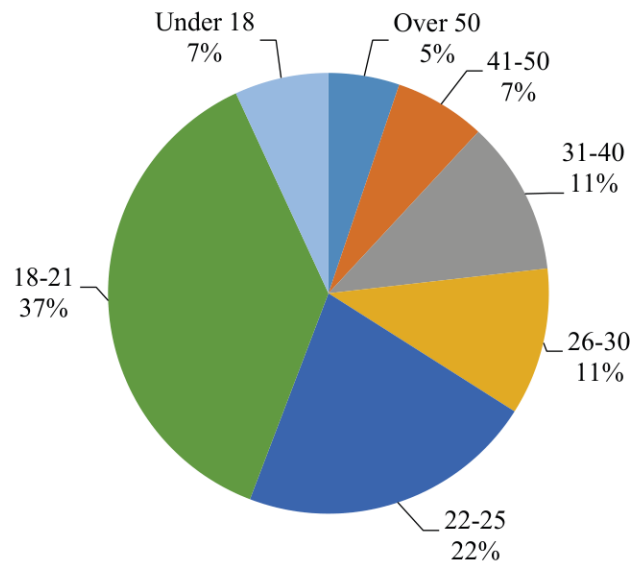
FIGURE 5: Ethnic Distribution of LAMC Students, Fall 2014



Age

As illustrated in Figure 6 below, the majority (59 percent) of the College population falls in the traditional college-age group (between the ages of 18 to 25). The percentage of students in the 18 to 21 age group decreased from its peak of 42 percent in fall 2011 to 37 percent in fall 2014, while the proportion of students in the 22 to 25 age group has been steadily increasing from 16 percent in fall 2008 to 22 percent in fall 2014. There was also an increase of proportion of students in the 26 to 30 age group from less than ten percent in fall 2008 to eleven percent in fall 2014.

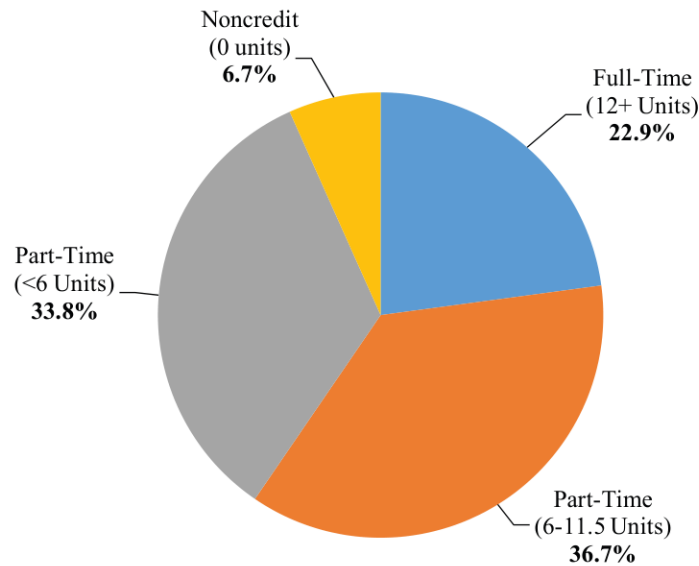
FIGURE 6: Age Distribution of LAMC Students, Fall 2014



Unit Load

As illustrated in figure 7 below, the majority (70 percent) of LAMC students are attending college part-time. Only 23 percent are enrolled full-time (12 or more units) and seven percent are enrolled only in noncredit courses (zero units). Among credit students, 75 percent are enrolled part-time, with 39 percent enrolling in 6-11 units (2 or 3 courses) and 36 percent enrolling in less than six units (one or two courses).

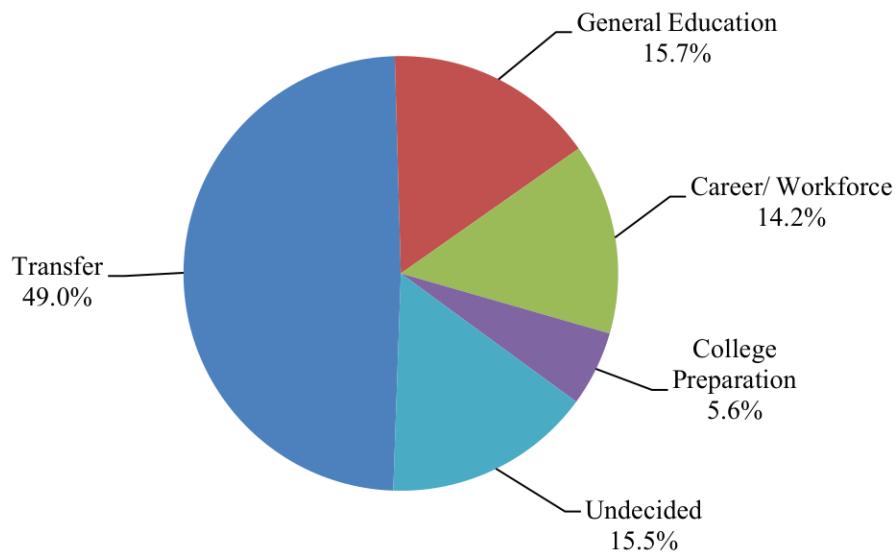
FIGURE 7: Unit Load Distribution of LAMC Students, Fall 2014



Educational Goal

The proportion of students declaring a transfer-related goal has increased from 30 percent in fall 2008 to 49 percent in fall 2014 while the proportion of students with a Career/ Workforce goal (such as pursuit of a Career Technical Education (CTE) degree or certificate or preparation for a new career goal) declined from 24 percent to 14 percent during the same period. There also has been a decline in the proportion of students declaring a college preparation goal (for example, general education or improving basic skills), with these percentages decreasing from 13 percent in fall 2008 to six percent in fall 2014, while the percentage of students with a general education goal (such as obtaining an associate degree without transfer or personal enrichment) increased from seven percent to 16 percent over the same period.

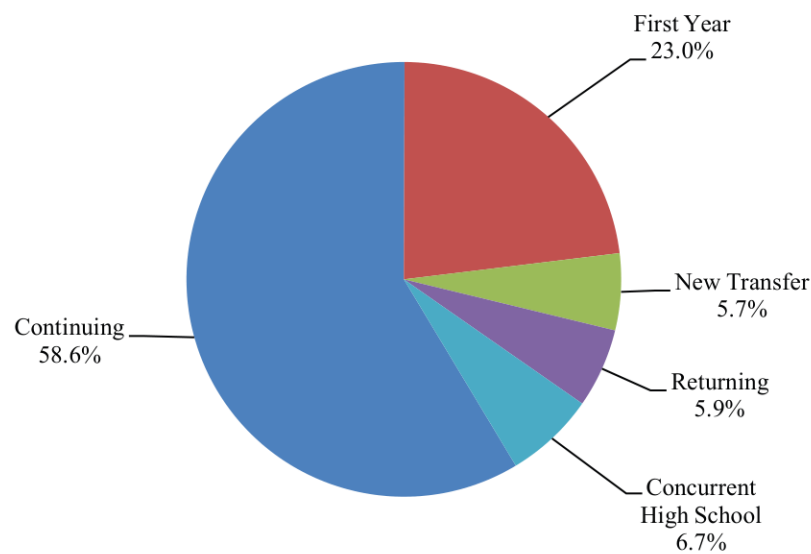
FIGURE 8: Educational Goal of LAMC Students, Fall 2014



Entering Status

The majority (59 percent) of LAMC students are continuing students, who were enrolled the previous term (Figure 9). The proportion of first-time students and continuing students has increased in recent years, while the proportion of transfer students and students returning to school after a period of no enrollment have both declined. The proportion of concurrently enrolled high school students has also decreased significantly from 12 percent in fall 2008 to less than seven percent in fall 2014 as a result of fewer class offerings at high schools due to budget cuts.

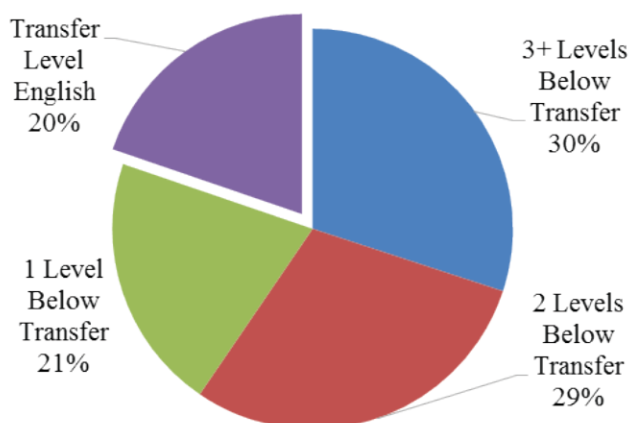
FIGURE 9: Entering Status of LAMC Students, Fall 2014



College Readiness

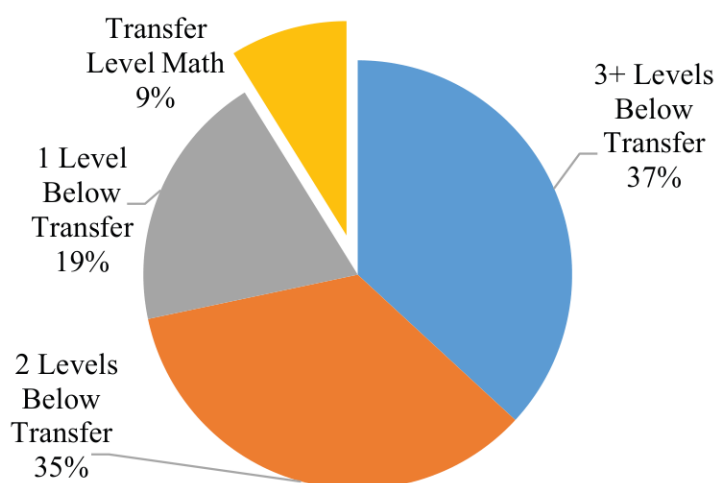
The average academic performance index (API) scores for LAMC's top five feeder high schools was 696 in 2013, substantially lower than the California statewide average of 757. As a result, many entering students are underprepared in English and math and place into below transfer-/college-level courses in English and math. In 2014-2015, only 20 percent of students placed into transfer-/college-level English (Figure 10) and only nine percent placed into transfer-level math (Figure 11).

FIGURE 10: English Placement Level of LAMC Students, 2014-2015



English Placement	2012-2013		2013-2014		2014-2015	
Transfer Level	460	19.2%	617	19.8%	570	19.8%
1 Level Below	493	20.5%	608	19.5%	598	20.7%
2 Levels Below	658	27.4%	928	29.7%	851	29.5%
3+ Levels Below	789	32.9%	971	31.1%	867	30.0%
Total	2,400	100.0%	3,124	100.0%	2,886	100.0%

FIGURE 11: Math Placement Level of LAMC Students, 2014-2015



Math Placement	2012-2013		2013-2014		2014-2015	
Transfer Level	247	9.7%	312	9.8%	269	8.8%
1 Level Below	506	19.8%	724	22.8%	593	19.5%
2 Levels Below	549	21.5%	781	24.6%	1,060	34.8%
3+ Levels Below	1,252	49.0%	1,361	42.8%	1,122	36.9%
Total	2,554	100.0%	3,178	100.0%	3,044	100.0%

Economic Resources and Financial Aid

LAMC students devote a significant amount of time to employment while they are attending the College. Approximately 15 percent of students work 40 or more hours per week while another 26 percent work between 20 and 39 hours per week. LAMC students also rely heavily on financial aid with approximately 62 percent of all enrolled students receiving some form of financial aid (e.g., fee waiver, state, or federal grants) in the 2014-2015 academic year. This figure was 86 percent for full-time students.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

As listed in the table on the following page, LAMC has established institution-set standards for course success, persistence, degree completion, certificate completion, and transfer in accordance with ACCJC guidelines and the College's Mission. In addition, LAMC has also established a standard for course retention, which is an achievement measure typically considered along with course success. The original institution-set standards were approved by College Council in 2013 and are reviewed and evaluated annually by a subcommittee of the Academic Senate on an institutional level and by individual programs via Program Review* at the program level (see Standard I.B.3).

In order to arrive at suitable definitions and performance levels for each of the institution-set standards, Council of Instruction members met in fall 2013 to review LAMC's past performance on each measure, including the five-year trend, five-year minimum, five-year average, 95 percent of the five-year average, and the District-wide average, and developed reasonable and acceptable standards for each measure. These suggested standards were discussed by the Educational Planning Committee (EPC), which recommended that the proposed standards be forwarded without changes for approval. The proposed standards were approved by the Academic Senate on 12/5/2013 and by the College Council on 12/19/2013.

The institution-set standards and the College's performance are reviewed annually by a subcommittee of the Academic Senate to determine whether they remain reasonable or are in need of revision. Following the 12/9/14 meeting of the Academic Senate Subcommittee on Institution-Set Standards, the standard for certificate completion was revised from 214 to 350, and two additional standards, for number of students attaining degrees (separate from number of degrees awarded) and number of students attaining certificates (separate from the number of certificates awarded), were added. Targets (stretch goals) were also identified for course completion, retention, and degree completion.

The College has consistently met or exceeded the performance expectations for all of the institution-set standards since the standards were established. However, the College recognizes that there has been a downward trend over the past few years for course completion and retention, and current performance levels are closely approaching the minimum performance levels set by the standards for those outcomes. As a result, the College has set targets or stretch goals to increase the successful course completion rate to meet or exceed the LACCD District-wide average by the year 2020 and to maintain current course retention rates so that they do not fall below the minimum standards.

Furthermore, analysis of trend data on degree and certificate completion revealed that students were often attaining multiple redundant degrees, which delayed their completion time and inflated the College's degree completion rates. As a result of this discovery, the College has separated degree and certificate completion into two separate measures: an unduplicated count (number of students attaining each award) and a duplicated count (total number of each award), and has established separate institution-set standards for each. The College has also set a five-year target or stretch goal of decreasing the average number of degrees per student from 1.75 to 1.5.

Each institution-set standard is shown in the summary chart and discussed individually below.

College-wide Student Achievement Data Overview

Data Element	Definition	Institution-set Standard	Stretch Goal	2014 Data	2013 Data	2012 Data	3-Year Average
Successful Course Completion Rate	Number of passing grades (A, B, C, P) divided by the number of students enrolled at Census	64.0%	Reach District average in 5 years	64.8% (fall 2014)	66.6% (fall 2013)	69.2% (fall 2012)	66.9%
Course Retention Rate	Number of students retained divided by the number of students enrolled at Census	85.0%	Main high retention rate	85.3% (fall 2014)	85.2% (fall 2013)	87.6% (fall 2012)	86.0%
Fall-to-Fall Persistence Rate	Percentage of credit students who complete a course in the fall and re-enrolled the following fall	48.0%	N/A	52.5% (fall 2014)	52.4% (fall 2013)	52.6% (fall 2012)	52.5%
Degree Completion-duplicated	Number of associate's degrees awarded during the previous academic year (July-June)	450 degrees	Decrease degrees per student to 1.5	717 (2014-15)	840 (2013-14)	670 (2012-13)	742
Degree Completion-unduplicated	Number of students awarded associate's degrees during the previous academic year (July-June)	385 students	N/A	436 (2014-15)	474 (2013-14)	394 (2012-13)	435
Certificate Completion-duplicated	Number of Chancellor's Office-approved certificates awarded during the previous academic year (July-June)	350 certificates	N/A	399 (2014-15)	450 (2013-14)	353 (2012-13)	401
Certificate Completion-unduplicated	Number of students awarded certificates during the previous academic year (July-June)	350 students	N/A	370 (2014-15)	421 (2013-14)	346 (2012-13)	379
Transfer	Number of students transferring to a four-year institution	205 students	Prioritize resources to increase transfer	407 (2014-15)	332 (2013-14)	213 (2012-13)	317

Programmatic Job Placement Rates*

TOP Code	Performance Standard	Stretch Goal	2010-11	2011-12	2012-13	3-Year Average
05 Business and Management	59%	65.8%	60.0%	53.3%	60.5%	57.9%
06 Media and Communication	59%	65.8%	55.6%	50.0%	61.1%	55.6%
07 Information Technology	59%	65.8%	***	75.0%	***	67.6%
08 Education	59%	65.8%	***	***	***	66.7%
12 Health	59%	65.8%	61.5%	70.0%	52.0%	61.2%
13 Family and Consumer Sciences	59%	65.8%	67.4%	58.8%	67.9%	64.7%
14 Law	59%	65.8%	60.3%	51.9%	65.7%	59.3%
21 Public and Protective Services	59%	65.8%	78.4%	59.0%	60.0%	65.8%

*Percentage of CTE program leavers and completers who did not transfer to a two- or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal government, or the military. Information is provided at the two-digit TOP code level. Cohorts with fewer than 10 students are indicated with three asterisks.

Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx

Note: The College does not offer CTE programs in which students must pass a licensure examination in order to work in their field of study.

Disaggregated Student Achievement Data

I. Successful Course Completion

- Approved Institution-Set Standard: 64.0%
- Five-Year Target: be at or above the LACCD average by 2020

The successful course completion rate is calculated by dividing the number of students who receive passing grades in credit courses (A, B, C, or P) by the number of students enrolled at census. The approved institution-set standard for course completion or “success” is 64.0 percent. The College’s current performance level is 64.8 percent, which meets the minimum performance level set by the standard. However, the College recognizes that there has been a downward trend over the past few years for this outcome and, as a result, in fall 2014 the College set a five-year target or stretch goal to be at or above the LACCD average by 2020.

Analysis of disaggregated data for this outcome shows that male students have lower successful course completion rates than female students and that Black students have much lower success rates than average, while White students, Asian students, and students over the age of 30 have much higher success rates. These equity gaps are being addressed by the College’s Student Equity Plan.

Table I-A. Course Completion by Population Group, Fall 2010 – Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Successful Course Completion	67.2%	69.3%	69.3%	66.6%	64.8%
Gender					
Female	68.6%	71.0%	71.3%	68.1%	66.7%
Male	65.0%	66.7%	66.5%	64.5%	62.1%
Ethnicity					
Hispanic	65.5%	67.5%	67.4%	64.5%	63.3%
White	75.5%	77.3%	78.7%	77.4%	75.0%
Asian/Pacific Islander	75.3%	76.8%	75.6%	73.0%	73.3%
Black	59.6%	60.6%	66.2%	59.6%	51.5%
Multiethnic	72.9%	78.3%	70.2%	75.4%	68.7%
Native American	62.6%	82.1%	70.4%	71.0%	68.6%
Age					
Under 18	70.7%	74.9%	78.6%	81.8%	66.4%
18-21	63.5%	66.4%	65.9%	63.2%	61.9%
22-25	66.7%	66.5%	67.9%	64.2%	63.2%
26-30	68.6%	73.3%	72.3%	70.0%	66.1%
31-40	74.9%	75.4%	76.1%	74.0%	72.7%
41-50	77.3%	78.0%	80.0%	77.3%	75.1%
Over 50	77.0%	80.6%	79.3%	74.9%	75.0%
Entering Status					
First-time Student					60.9%
New Transfer					61.9%
Continuing Student					66.5%
Returning Student					65.4%
Concurrent High School Student					63.1%
Educational Goal					
Transfer	66.4%	67.9%	68.3%	64.9%	63.9%
Career/Workforce	70.6%	71.6%	72.0%	70.9%	70.1%
General Education	68.2%	70.9%	68.8%	67.5%	63.2%
College Prep	64.4%	71.4%	70.8%	72.4%	71.3%

Table I-B. Course Completion by Discipline, Fall 2010 – Fall 2014

Discipline	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
ACCTG	64.1%	67.9%	69.9%	51.6%	57.0%
ADM JUS	70.8%	69.4%	66.5%	64.2%	72.4%
AFRO AM	56.3%	59.8%	82.8%	85.1%	67.4%
ANATOMY	57.8%	76.7%	76.3%	71.6%	70.8%
ANTHRO	58.9%	56.3%	53.2%	48.6%	63.6%
ART	74.3%	70.0%	74.7%	70.1%	63.9%
ASTRON	54.5%	77.1%	62.5%	66.7%	77.9%
BIOLOGY	67.2%	63.4%	59.2%	59.7%	66.9%
BUS	66.4%	64.8%	75.6%	69.5%	69.8%
CAOT	60.2%	67.0%	73.1%	70.8%	70.0%
CH DEV	76.7%	84.7%	83.1%	77.3%	80.0%
CHEM	62.9%	64.3%	61.9%	62.2%	51.0%
CHICANO	60.5%	66.1%	75.1%	66.8%	58.7%
CINEMA	58.1%	67.0%	56.9%	57.8%	57.1%
CLN ART	87.2%	89.1%	87.4%	86.7%	82.8%
CO SCI	63.4%	57.8%	55.4%	56.6%	56.3%
COMM	70.5%	65.8%	63.9%	63.5%	61.0%
DANCETQ	n/a	n/a	55.9%	78.4%	80.3%
DEV COM	54.9%	51.7%	50.5%	54.6%	50.2%
ECON	68.9%	68.5%	69.7%	61.2%	60.5%
ENGLISH	67.6%	71.4%	70.4%	68.5%	64.4%
ESL/E.S.L.	73.0%	80.4%	79.1%	81.2%	80.4%
FAM &CS	78.1%	81.3%	78.9%	81.3%	69.3%
FINANCE	23.5%	63.6%	59.5%	60.5%	50.0%
FRENCH	70.3%	41.0%	58.0%	66.7%	66.0%
GEOG	64.8%	67.1%	65.4%	53.8%	58.6%
HEALTH	68.5%	69.4%	71.5%	66.5%	67.9%
HISTORY	64.4%	65.2%	66.1%	56.1%	57.5%
HUMAN	75.5%	75.5%	85.0%	75.5%	74.0%
INTRDGN	74.5%	67.2%	72.5%	71.2%	40.0%
ITALIAN	55.4%	58.3%	67.9%	86.2%	73.7%
KIN	78.9%	82.8%	78.7%	79.5%	76.4%
KIN ATH	n/a	n/a	n/a	96.1%	92.4%
LAW	78.7%	75.6%	74.6%	70.2%	57.6%
LIB SCI	62.1%	68.0%	68.0%	68.4%	68.6%
LING	71.4%	63.0%	89.4%	85.4%	65.1%
LRNSKIL	71.8%	80.0%	72.2%	86.8%	70.4%

Table I-B. Course Completion by Discipline, Fall 2010 – Fall 2014 (cont.)

Discipline	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MARKET	81.3%	78.7%	76.6%	74.4%	75.0%
MATH	48.6%	49.1%	53.1%	48.8%	47.7%
MGMT	30.2%	54.0%	58.5%	66.4%	56.2%
MICRO	57.4%	68.5%	74.4%	82.6%	74.2%
MULTIMD	84.5%	85.1%	87.4%	82.1%	81.8%
MUSIC	66.3%	61.0%	54.8%	63.0%	58.2%
PERSDEV	76.9%	81.5%	83.5%	71.9%	67.1%
PHILOS	70.6%	76.9%	77.4%	77.7%	73.5%
PHOTO	96.6%	80.8%	72.2%	88.0%	53.8%
PHYS SC	78.6%	79.7%	75.2%	71.4%	59.4%
PHYSICS	75.0%	76.0%	53.3%	68.3%	68.7%
PHYSIOL	78.9%	76.9%	54.4%	71.4%	74.2%
POL SCI	71.5%	68.0%	64.7%	66.5%	65.7%
PROFBKG	n/a	n/a	n/a	n/a	81.0%
PSYCH	74.9%	70.2%	65.9%	68.1%	66.0%
SOC	64.2%	70.4%	73.5%	64.6%	66.0%
SPANISH	78.9%	84.0%	78.8%	75.2%	72.6%
THEATER	65.3%	68.3%	81.0%	74.8%	60.7%
Overall	67.2%	69.3%	69.3%	66.6%	64.8%

Table I-C. Course Completion by Mode of Delivery, Fall 2014

Note: The number of course sections is indicated in parentheses if there is more than one section. Concurrent enrollment sections are excluded.

Course	On-Campus	Online	Hybrid
ADM JUS 001	73.1	58.3	n/a
ART 101	49.6 (3)	74.0	n/a
ART 109	n/a	71.8	n/a
BIOLOGY 003	69.3 (12)	n/a	51.9 (2)
BIOLOGY 033	n/a	62.5	n/a
CHICANO 002	66.7	21.6	n/a
CHICANO 007	57.9 (2)	30.0	n/a
CHICANO 008	64.9 (3)	60.8 (2)	n/a
CHICANO 037	57.9 (2)	55.3 (2)	n/a
CO SCI 401	46.7 (4)	65.0	n/a
ENGLISH 101	65.0 (15)	62.5 (2)	n/a
FAM &CS 021	71.6 (2)	65.3 (2)	n/a
FINANCE 008	n/a	n/a	50.0
HEALTH 011	68.4 (13)	81.3	n/a
LAW 001	n/a	n/a	68.3
LAW 002	n/a	55.9	n/a
LAW 010	n/a	n/a	30.6
LAW 011	n/a	46.2	n/a
LAW 012	n/a	35.6	64.0
LAW 013	n/a	65.1	n/a
LAW 016	n/a	76.5	n/a
LAW 017	n/a	n/a	41.7
LAW 018	n/a	n/a	46.9
LAW 019	n/a	80.4	n/a
LAW 020	63.2	47.9	n/a
LAW 034	n/a	61.7	n/a
MATH 227	52.6 (7)	42.6	n/a
MGMT 002	n/a	n/a	56.4
MGMT 013	n/a	38.0	n/a
MGMT 033	n/a	65.6	n/a
PHILOS 033	63.4	36.4	n/a
PSYCH 001	64.4 (10)	41.7	n/a
SOC 001	67.0 (10)	52.4 (3)	n/a
SOC 002	64.5 (2)	58.0	n/a
SOC 003	n/a	64.9	n/a
SOC 028	n/a	54.8	n/a

Table I-D. State and District Comparison of Course Completion Rates, Fall 2010 – Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	2014 Rank in LACCD	Compared to LACCD Average	Compared to CA State Average	5-Year Average	5-Year Change
California	68.3%	68.7%	70.0%	69.5%	69.2%	-	-	-	69.1%	1.8%
LACCD	63.8%	64.6%	68.3%	67.0%	66.9%	-	-	-2.3%	66.1%	3.9%
Mission	63.3%	64.7%	69.2%	66.0%	64.6%	7	-2.3%	-4.6%	65.6%	1.8%
City	61.2%	61.2%	65.9%	63.8%	64.8%	6	-2.1%	-4.4%	63.4%	2.9%
East	66.6%	67.2%	71.8%	71.2%	70.9%	1	4.0%	1.7%	69.5%	5.8%
Harbor	63.9%	65.1%	67.2%	66.1%	66.2%	5	-0.7%	-3.0%	65.7%	1.4%
Pierce	67.0%	67.4%	69.6%	68.5%	68.1%	2	1.2%	-1.1%	68.1%	2.2%
Southwest	57.9%	58.7%	62.8%	59.9%	58.8%	9	-8.1%	-10.4%	59.6%	3.8%
Trade-Tech	65.1%	64.6%	69.2%	67.9%	67.6%	3	0.7%	-1.6%	66.9%	4.9%
Valley	64.3%	65.9%	68.8%	68.1%	67.6%	3	0.7%	-1.6%	66.9%	3.5%
West	58.2%	59.3%	63.1%	61.2%	62.7%	8	-4.2%	-6.5%	60.9%	4.5%

Note: The data in the table above is from the CCCCO Data Mart (<http://datamart.cccco.edu/DataMart.aspx>) and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

II. Course Retention

- Approved Institution-Set Standard: 85.0%
- Target: maintain current course retention rates

The course retention rate is calculated by dividing the number of students who remain in the course after the no-penalty drop date (i.e., did not drop the course) by the number of students who were enrolled in the course at census. The approved institution-set standard for course retention is 85.0 percent. The College's current performance level is 85.3 percent, which meets the minimum performance level set by the standard. However, the College recognizes that there has been a downward trend over the past few years for this outcome and, as a result, in fall 2014 the College set a target to monitor and maintain current course retention rates so that they do not fall below the minimum standards.

Analysis of disaggregated data for this outcome shows that Black students and students in the 26-30 age group have lowest course retention rates. The College is currently conducting additional research on these equity gaps as part of the Student Equity Plan.

Table II-A. Course Retention by Population Group, Fall 2010 – Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Course Retention Rate	87.2%	88.0%	87.8%	85.2%	85.3%
Gender					
Female	87.6%	88.4%	88.4%	85.5%	86.1%
Male	86.5%	87.6%	86.9%	84.8%	84.3%
Ethnicity					
Hispanic	86.7%	87.7%	87.4%	84.5%	84.7%
White	89.2%	89.4%	90.3%	89.0%	89.8%
Asian/Pacific Islander	89.2%	90.6%	91.0%	88.2%	87.8%
Black	86.1%	83.7%	85.3%	82.2%	79.6%
Multiethnic	87.9%	88.6%	85.7%	87.7%	87.1%
Native American	79.8%	92.3%	81.5%	83.9%	94.3%
Age					
Under 18	88.8%	93.4%	95.3%	93.7%	92.3%
18-21	87.1%	88.4%	87.7%	85.0%	85.7%
22-25	84.9%	83.9%	85.2%	82.1%	82.5%
26-30	85.1%	87.5%	86.0%	84.4%	80.5%
31-40	89.2%	88.2%	89.2%	87.1%	87.7%
41-50	90.1%	91.8%	91.9%	88.9%	88.2%
Over 50	91.9%	93.8%	92.2%	91.7%	91.0%
Entering Status					
First-time Student					86.3%
New Transfer					84.7%
Continuing Student					84.8%
Returning Student					84.2%
Concurrent High School Student					91.3%
Educational Goal					
Transfer	86.5%	87.2%	87.5%	83.9%	84.7%
Career/Workforce	88.4%	89.0%	88.2%	87.5%	86.4%
General Education	88.6%	88.8%	86.8%	86.5%	85.5%
College Prep	86.0%	89.8%	88.9%	88.0%	90.2%

Table II-B. Course Retention by Discipline, Fall 2010 – Fall 2014

Discipline	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
ACCTG	82.0%	81.4%	79.5%	72.3%	81.0%
ADM JUS	93.0%	92.8%	93.6%	88.6%	92.4%
AFRO AM	87.5%	82.4%	87.9%	89.6%	84.8%
ANATOMY	71.1%	87.2%	89.5%	83.5%	83.6%
ANTHRO	84.2%	87.8%	90.3%	82.0%	81.4%
ART	89.0%	85.6%	90.5%	83.3%	85.8%
ASTRON	80.3%	91.4%	87.5%	86.8%	91.2%
BIOLOGY	88.6%	83.9%	85.7%	79.7%	82.0%
BUS	91.1%	89.9%	92.1%	89.7%	92.4%
CAOT	82.6%	89.7%	87.7%	86.4%	84.1%
CH DEV	92.6%	95.2%	95.0%	91.0%	91.4%
CHEM	80.0%	81.3%	79.1%	83.1%	76.7%
CHICANO	86.6%	88.7%	90.8%	85.7%	87.8%
CINEMA	92.5%	89.0%	84.4%	85.7%	91.8%
CLN ART	94.5%	93.9%	93.7%	93.9%	90.5%
CO SCI	81.8%	86.3%	88.1%	85.9%	81.0%
COMM	88.2%	83.9%	87.7%	84.8%	83.3%
DANCETQ	n/a	n/a	67.6%	83.8%	83.3%
DEV COM	87.9%	88.7%	86.4%	90.1%	90.3%
ECON	84.0%	87.6%	90.9%	83.6%	80.5%
ENGLISH	86.0%	87.3%	85.7%	83.4%	81.0%
ESL/E.S.L.	92.6%	97.3%	95.2%	93.3%	95.3%
FAM &CS	91.3%	93.3%	91.4%	92.4%	86.7%
FINANCE	82.4%	100.0%	95.2%	89.5%	85.0%
FRENCH	86.5%	64.1%	78.0%	71.1%	85.1%
GEOG	89.3%	93.6%	84.8%	81.0%	77.0%
HEALTH	94.0%	94.2%	94.5%	89.7%	91.2%
HISTORY	81.5%	85.0%	85.5%	76.9%	78.3%
HUMAN	95.1%	92.5%	96.5%	92.3%	93.5%
INTRDGN	88.2%	85.4%	87.0%	91.8%	77.8%
ITALIAN	87.5%	87.5%	80.4%	87.9%	84.2%
KIN	90.9%	92.7%	87.0%	88.8%	88.8%
KIN ATH	n/a	n/a	n/a	96.9%	93.9%
LAW	90.1%	85.2%	83.5%	81.6%	77.1%
LIB SCI	86.2%	80.0%	88.0%	84.2%	94.3%
LING	90.5%	94.4%	89.4%	93.8%	88.4%
LRNSKIL	85.9%	87.7%	94.4%	92.5%	88.9%

Table II-B. Course Retention by Discipline, Fall 2010 – Fall 2014 (cont.)

Discipline	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MARKET	96.9%	95.7%	92.2%	85.4%	82.1%
MATH	76.2%	76.3%	78.7%	76.9%	77.5%
MGMT	92.2%	91.3%	90.0%	85.1%	87.7%
MICRO	73.1%	79.8%	89.0%	89.5%	85.4%
MULTIMD	90.6%	90.7%	91.2%	88.8%	89.1%
MUSIC	91.2%	86.0%	82.2%	83.9%	85.2%
PERSDEV	92.6%	90.5%	92.5%	89.2%	91.9%
PHILOS	89.2%	86.4%	90.0%	86.2%	85.8%
PHOTO	96.6%	92.3%	83.3%	92.0%	96.2%
PHYS SC	87.8%	90.2%	87.2%	88.0%	88.0%
PHYSICS	85.7%	80.0%	75.0%	83.3%	83.1%
PHYSIOL	86.2%	93.4%	74.6%	91.1%	90.9%
POL SCI	89.9%	88.6%	86.2%	86.5%	89.0%
PROFBKG	n/a	n/a	n/a	n/a	90.5%
PSYCH	88.9%	89.1%	90.3%	84.7%	85.3%
SOC	86.3%	89.0%	89.4%	82.7%	84.3%
SPANISH	93.4%	94.7%	93.0%	91.2%	91.2%
THEATER	95.9%	89.4%	90.5%	83.0%	76.8%
Overall	87.2%	88.0%	87.8%	85.2%	85.3%

Table II-C. Course Retention by Mode of Delivery, Fall 2014

Note: The number of course sections is indicated in parentheses if there is more than one section. Concurrent enrollment sections are excluded.

Course	On-Campus	Online	Hybrid
ADM JUS 001	95.5	88.9	n/a
ART 101	78.5 (3)	92.2	n/a
ART 109	n/a	84.5	n/a
BIOLOGY 003	85.7 (12)	n/a	67.3 (2)
BIOLOGY 033	n/a	81.3	n/a
CHICANO 002	78.3	80.6	n/a
CHICANO 007	93.9 (2)	72.5	n/a
CHICANO 008	94.1 (3)	80.4 (2)	n/a
CHICANO 037	91.0 (2)	86.4 (2)	n/a
CO SCI 401	79.6 (4)	77.5	n/a
ENGLISH 101	80.4 (15)	67.2 (2)	n/a
FAM &CS 021	88.4 (2)	81.9 (2)	n/a
FINANCE 008	n/a	n/a	85.0
HEALTH 011	91.1 (13)	93.8	n/a
LAW 001	n/a	n/a	73.0
LAW 002	n/a	79.7	n/a
LAW 010	n/a	n/a	52.8
LAW 011	n/a	76.9	n/a
LAW 012	n/a	80.0	78.0
LAW 013	n/a	81.4	n/a
LAW 016	n/a	82.4	n/a
LAW 017	n/a	n/a	45.8
LAW 018	n/a	n/a	81.6
LAW 019	n/a	85.7	n/a
LAW 020	78.9	81.3	n/a
LAW 034	n/a	80.9	n/a
MATH 227	76.5 (7)	59.0	n/a
MGMT 002	n/a	n/a	84.6
MGMT 013	n/a	80.0	n/a
MGMT 033	n/a	90.6	n/a
PHILOS 033	90.2	42.4	n/a
PSYCH 001	86.3 (10)	59.7	n/a
SOC 001	87.5 (10)	74.5 (3)	n/a
SOC 002	86.0 (2)	65.2	n/a
SOC 003	n/a	75.7	n/a
SOC 028	n/a	77.4	n/a

Table II-D. State and District Comparison of Course Retention Rates, Fall 2010 – Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	2014 Rank in LACCD	Compared to LACCD Average	Compared to CA State Average	5-Year Average	5-Year Change
California	84.7%	84.9%	86.6%	86.3%	86.0%	-	-	-	85.7%	1.5%
LACCD	82.1%	81.7%	85.9%	85.3%	85.2%	-	-	-0.8%	84.0%	2.4%
Mission	82.0%	82.6%	87.7%	85.0%	85.3%	3	0.1%	-0.7%	84.5%	1.2%
City	79.3%	79.3%	85.2%	84.9%	84.5%	6	-0.7%	-1.5%	82.7%	3.3%
East	84.5%	83.7%	87.7%	86.9%	86.8%	1	1.6%	0.8%	85.9%	3.4%
Harbor	81.7%	81.6%	84.7%	84.3%	84.4%	7	-0.8%	-1.6%	83.4%	1.0%
Pierce	83.3%	83.1%	87.3%	86.6%	86.2%	2	1.0%	0.2%	85.3%	2.5%
Southwest	81.8%	81.0%	84.3%	82.7%	82.5%	9	-2.7%	-3.5%	82.5%	0.1%
Trade-Tech	82.7%	80.7%	85.4%	85.1%	85.3%	3	0.1%	-0.7%	83.8%	1.9%
Valley	82.4%	82.8%	86.3%	86.1%	85.0%	5	-0.2%	-1.0%	84.5%	1.2%
West	79.0%	78.2%	81.8%	82.1%	83.5%	8	-1.7%	-2.5%	80.9%	3.6%

Note: The data in the table above is from the CCCCO Data Mart (<http://datamart.cccco.edu/DataMart.aspx>) and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

III. Persistence

- Approved Institution-Set Standard for *fall-to-fall persistence*: 48.0%

The *fall-to-fall persistence* rate is the number of students who completed a course in the fall and enrolled in a course the following fall term divided by the number of students who completed a course in the fall. The approved institution-set standard for persistence is 48.0 percent. The College's current performance level is 52.5 percent, which meets the minimum performance level set by the standard.

Analysis of disaggregated data for this outcome shows that Hispanic and Native American students have higher fall-to-fall persistence rates than other ethnicities. This is reflected in the large number of part-time students who work while attending and often take up to ten years to complete their degrees.

Table III-A. Fall-to-Fall Persistence by Population Group, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall-to-Fall Persistence	48.9%	48.6%	52.6%	52.4%	52.5%
Gender					
Female	49.9%	50.1%	54.2%	53.5%	53.6%
Male	47.1%	46.1%	50.1%	50.6%	50.7%
Ethnicity					
Hispanic	51.2%	51.4%	54.1%	54.2%	54.2%
White	42.7%	41.5%	48.6%	48.8%	49.1%
Asian/Pacific Islander	40.6%	39.0%	46.8%	46.2%	48.5%
Black	37.8%	37.8%	43.8%	41.8%	43.1%
Multiethnic	45.9%	34.6%	46.7%	44.4%	42.0%
Native American	52.6%	47.1%	40.0%	63.2%	61.5%
Unknown	50.0%	50.3%	57.7%	50.8%	47.7%
Age					
Under 18	70.4%	67.7%	68.5%	62.3%	64.6%
18-21	54.2%	54.0%	58.3%	57.1%	59.0%
22-25	41.4%	40.5%	45.0%	45.1%	45.6%
26-30	40.3%	39.9%	44.2%	43.5%	44.0%
31-40	45.6%	45.5%	46.5%	48.3%	46.6%
41-50	53.7%	51.1%	55.7%	55.4%	51.6%
Over 50	47.3%	50.1%	50.8%	58.8%	56.1%
Unit Load					
0.5 to 6 Units	30.3%	29.9%	33.6%	34.5%	33.0%
6 to 11.5 Units	50.9%	49.9%	55.2%	54.9%	54.8%
12 or More Units	66.6%	66.4%	69.0%	68.0%	68.3%
Educational Goal					
Transfer	49.4%	50.7%	54.1%	53.5%	53.5%
Career/Workforce	47.4%	46.3%	50.5%	49.7%	49.4%
General Education	45.7%	42.8%	49.8%	50.8%	51.9%
College Prep	52.5%	54.5%	55.0%	50.7%	50.3%
Unknown/Decline to State	50.8%	49.4%	53.0%	54.0%	53.6%

The *fall-to-spring* persistence rate is the number of students who completed a course in the fall and enrolled in a course the following spring term divided by the number of students who completed a course in the fall. LAMC currently does not have an institution-set standard for fall-to-spring persistence; however, the College reviews this data annually along with fall-to-fall persistence rates to identify trends.

Table III-B. Fall-to-Spring Persistence by Population Group, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Fall-to-Spring Persistence	62.7%	62.9%	66.7%	66.8%	70.0%
Gender					
Female	63.0%	64.0%	67.9%	67.8%	70.6%
Male	62.1%	61.1%	64.9%	65.3%	69.1%
Ethnicity					
Hispanic	64.5%	64.2%	67.5%	67.3%	71.0%
White	58.0%	61.1%	65.1%	66.9%	67.6%
Asian/Pacific Islander	57.6%	59.2%	64.3%	65.6%	70.0%
Black	54.5%	54.8%	57.4%	62.9%	60.6%
Multiethnic	47.1%	47.2%	63.9%	58.7%	64.1%
Native American	78.9%	61.8%	66.7%	84.2%	69.2%
Unknown	62.5%	65.7%	70.6%	65.7%	69.8%
Age					
Under 18	78.5%	73.8%	79.0%	75.4%	81.5%
18-21	67.8%	67.5%	70.8%	71.7%	75.2%
22-25	58.2%	56.5%	60.8%	60.4%	64.8%
26-30	55.9%	55.0%	58.7%	59.4%	61.6%
31-40	57.6%	59.5%	64.5%	60.1%	64.8%
41-50	63.3%	65.5%	70.9%	68.9%	72.2%
Over 50	59.7%	66.4%	63.2%	71.7%	72.7%
Unit Load					
0.5 to 6 Units	41.3%	40.5%	45.8%	45.3%	48.1%
6 to 11.5 Units	64.8%	65.4%	69.1%	70.4%	72.8%
12 or More Units	83.2%	83.0%	85.4%	84.8%	87.6%
Educational Goal					
Transfer	65.1%	64.5%	68.4%	68.4%	72.3%
Career/Workforce	60.4%	62.1%	64.9%	64.8%	67.7%
General Education	55.1%	56.1%	63.1%	63.2%	67.1%
College Prep	67.8%	68.7%	71.2%	67.3%	65.2%
Unknown/Decline to State	64.2%	63.9%	66.3%	67.8%	69.1%

IV. Degree Completion

- Approved Institution-Set Standard for Number of Degrees Awarded: 450
- Approved Institution-Set Standard for Number of Students Awarded Degrees: 385
- Five-Year Target: Decrease average number of degrees per student to 1.5 by 2020

The College has established institution-set standards for both the number of *degrees awarded* from July 1 through June 30 ("duplicated" count) and the number of *students attaining degrees* ("unduplicated" count) during the same period. The approved institution-set standard for the number of *degrees* awarded is 450 and the approved institution-set standard for the number of *students* attaining degrees is 385. The College's current performance level for number of *degrees awarded* is 717, which greatly exceeds the minimum performance level set by the standard. The College's current performance level for number of students attaining degrees is 436, which also meets the minimum performance level set by the standard.

However, the College recognizes that there has been a trend in recent years for students to attain multiple redundant degrees, particularly in the liberal arts and social sciences. In order to reduce the number of students attaining multiple redundant degrees, in fall 2014 the College has also established a five-year target or stretch goal of decreasing the average number of degrees per student from 1.75 to 1.5 by 2020. Following the establishment of the target, the number of degrees per student has since dropped from a high of 1.75 in 2013-2014 to 1.64 in 2014-2015.

Analysis of disaggregated data for this outcome shows that male students are not completing degrees at the same rate as female students. While male students comprise 40 percent of the student body, they made up only 34 percent of those attaining degrees in 2014-2015. The College is currently conducting additional research on this equity gap as part of the Student Equity Plan.

Table IV-A. Degrees Awarded, 2010-11 to 2014-15

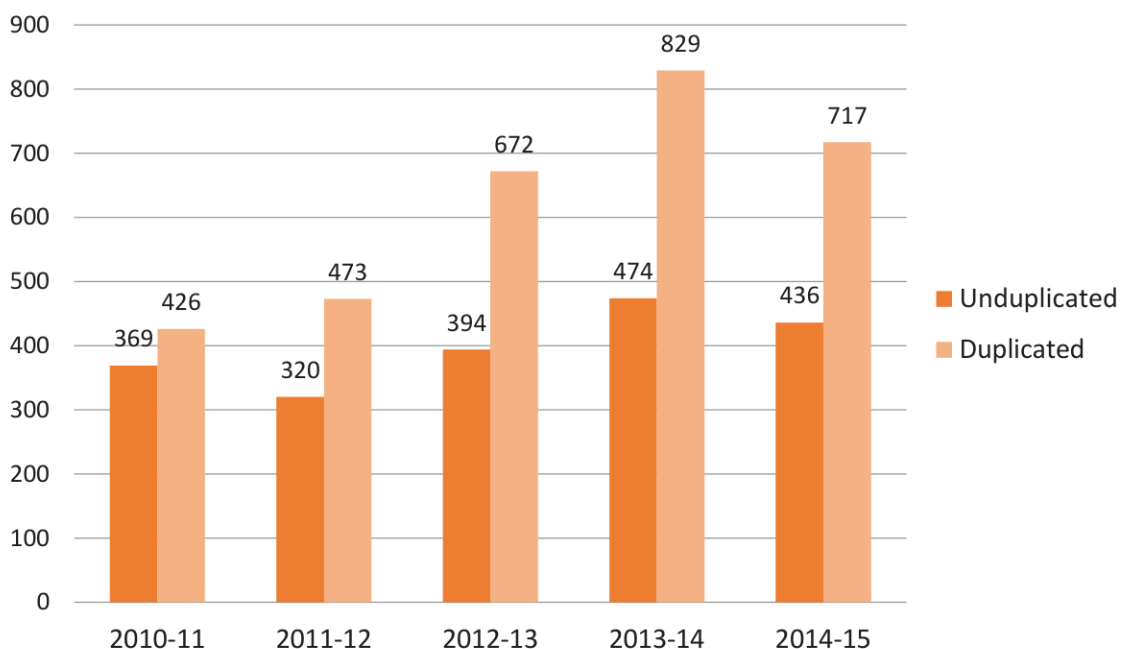


Table IV-B. Students Attaining Degrees by Population Group, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Students Awarded	369	320	394	474	436
Gender					
Female	68.8%	67.5%	67.0%	71.1%	65.6%
Male	31.2%	32.5%	33.0%	28.9%	34.4%
Ethnicity					
Hispanic	76.7%	78.8%	75.9%	79.5%	82.6%
White	8.7%	8.8%	9.6%	9.9%	8.9%
Asian/Pacific Islander	7.3%	4.4%	5.3%	4.2%	4.4%
Black	3.0%	1.9%	4.3%	2.5%	1.1%
Multiethnic	0.5%	1.3%	1.0%	1.1%	1.4%
Native American	0.8%	0.3%	0.0%	0.6%	0.0%
Unknown	3.0%	4.7%	3.8%	2.1%	1.6%
Age					
Under 18	1.6%	0.3%	0.3%	0.0%	0.2%
18-21	28.5%	31.9%	32.0%	27.8%	26.6%
22-25	27.6%	29.1%	30.7%	35.9%	38.3%
26-30	15.2%	14.7%	14.5%	15.4%	15.4%
31-40	17.1%	13.8%	12.9%	11.2%	11.5%
41-50	6.5%	7.2%	6.3%	6.1%	5.5%
Over 50	3.5%	3.1%	3.3%	3.6%	2.5%

Table IV-C. Degrees Awarded by Discipline, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Accounting	7	0	4	5	5
Addiction Studies	1	0	0	0	0
Administration of Justice	26	23	18	37	25
Art	2	3	3	3	7
Biology, General	2	2	7	10	9
Business Administration	1	1	3	3	2
Chicano Studies	5	2	5	7	8
Child Development	24	25	39	44	30
Communication Studies for Transfer	0	0	1	0	3
Computer and Office Applications	0	0	1	1	0
Computer Applications and Office	1	5	4	7	4
Computer Science	2	4	5	1	4
Early Childhood Education for Transfer	0	0	0	0	3
English	4	11	8	8	4
Finance	0	0	0	0	2
Food Mgmt Prod Services & Related	10	4	15	20	19
Foods and Nutrition	0	1	0	1	0

Table IV-C. Degrees Awarded by Discipline, 2010-11 to 2014-15 (cont.)

	2010-11	2011-12	2012-13	2013-14	2014-15
General Studies: Arts and Humanities	1	2	7	10	2
General Studies: Communication and Literature	2	0	13	12	5
General Studies: Natural Sciences	16	14	30	24	19
General Studies: Social and Behavioral Sciences	43	65	91	107	80
Gerontology	0	1	0	0	0
Health Science	24	30	32	46	49
Humanities	0	0	0	2	0
Interdisciplinary Studies	14	6	3	1	0
Interior Design	2	0	6	1	1
Legal Assisting (Paralegal)	13	8	8	9	11
Liberal Arts	10	2	0	0	0
Liberal Arts: Arts and Humanities	1	3	7	5	2
Liberal Arts: Business	17	20	22	41	41
Liberal Arts: Communication and Literature	6	16	33	40	30
Liberal Arts: Natural Sciences	9	20	30	39	45
Liberal Arts: Social and Behavioral Sciences	99	128	184	239	206
Liberal Studies-Multiple Subject Teacher Prep.	13	19	12	15	8
Management	1	0	1	0	1
Marketing	0	0	1	0	1
Marriage and Family Life	0	0	0	0	1
Mathematics	8	2	11	7	9
Mathematics for Transfer	0	0	3	1	3
Multimedia: Animation and 3D Design	0	0	3	4	1
Multimedia: Design for Animation & Interactive	2	0	1	0	0
Multimedia: Graphic and Web Design	0	0	4	2	9
Multimedia: Video Production Concentration	0	0	1	2	1
Multimedia: Video/Sound Production Concentration	1	1	0	0	1
Multimedia: Design for Animation & Interactive	1	0	0	0	0
Painting	0	1	0	1	0
Painting and Drawing	2	0	0	0	0
Philosophy	0	0	1	2	0
Physical Science	1	0	0	1	0
Political Science	4	1	5	7	4
Psychology	28	35	30	36	30
Sociology	23	17	16	25	29
Spanish	0	1	4	3	3
Total	426	473	672	829	717

Table IV-D. State and District Comparison of Degrees Awarded, 2009-10 to 2014-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
California	85,410	85,621	90,400	96,861	107,472	113,242
LACCD	5,134	5,202	5,743	6,075	7,037	7,260
Mission	315	394	432	654	837	709
City	563	532	464	494	496	560
East	1,070	1,191	1,569	1,615	1,645	1,799
Harbor	639	571	533	565	791	680
Pierce	801	933	1,032	1,046	1,171	1,280
Southwest	211	201	236	309	481	544
Trade-Tech	359	348	335	356	399	397
Valley	871	725	719	685	791	886
West	305	307	423	351	426	405

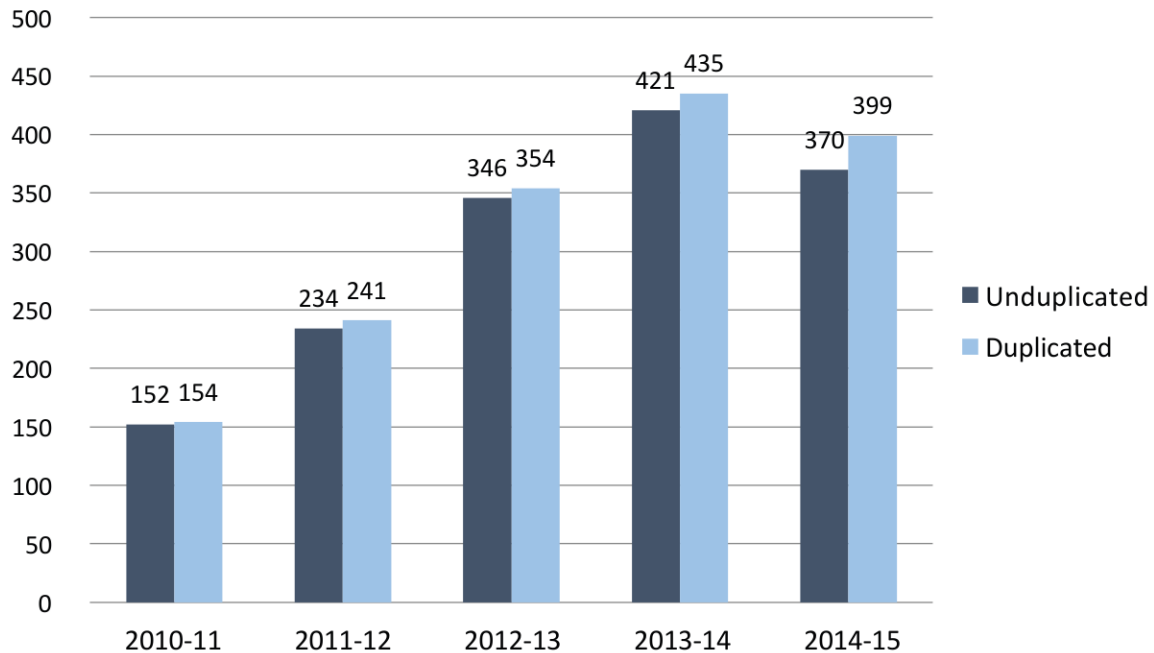
Note: The data in the table above is from the CCCCO Data Mart and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

V. Certificate Completion

- Approved Institution-Set Standard for Number of *Certificates Awarded*: 350
- Approved Institution-Set Standard for Number of *Students Attaining Certificates*: 350

The College has also established institution-set standards for both the number of *certificates* awarded from July 1 through June 30 ("duplicated" count) and the number of *students attaining certificates* during the same period ("unduplicated" count). The approved institution-set standard for the number of *certificates* awarded is 350 and the approved institution-set standard for the number of *students attaining certificates* is also 350 (most students only receive one certificate at a time). The College's current performance level for number of *certificates awarded* is 399, which meets the minimum performance level set by the standard. The College's current performance level for number of *students attaining certificates* is 370, which also meets the minimum performance level set by the standard.

Analysis of disaggregated data for this outcome shows that male students are not attaining as many certificates as female students. This equity gap is exacerbated by the fact that there are fewer male students enrolled at the college, resulting in a low overall number of male certificate earners. While male students comprise 40 percent of the student body, they made up only 31 percent of those attaining certificates. The College is currently conducting additional research on this equity gap as part of the Student Equity Plan.

Table V-A. Certificates Awarded, 2010-11 to 2014-15**Table V-B. Students Awarded Certificates by Population Group, 2010-11 to 2014-15**

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Students Awarded	152	234	346	421	370
Gender					
Female	77.0%	68.4%	74.3%	72.4%	69.5%
Male	23.0%	31.6%	25.7%	27.6%	30.5%
Ethnicity					
Hispanic	68.4%	77.4%	70.5%	75.5%	82.2%
White	17.1%	10.7%	13.9%	12.1%	9.7%
Asian/Pacific Islander	5.3%	3.0%	4.3%	5.2%	4.9%
Black	2.6%	2.1%	4.3%	2.9%	1.6%
Multiethnic	0.0%	1.7%	0.9%	1.4%	0.3%
Native American	2.0%	1.3%	0.6%	0.2%	0.0%
Unknown	4.6%	3.8%	5.5%	2.6%	1.4%
Age					
Under 18	0.7%	0.0%	0.3%	0.0%	0.0%
18-21	27.6%	33.8%	28.9%	26.4%	27.6%
22-25	21.1%	28.2%	28.3%	33.7%	33.5%
26-30	17.8%	12.0%	12.7%	13.5%	14.3%
31-40	14.5%	12.8%	12.7%	13.3%	14.9%
41-50	12.5%	6.8%	9.2%	5.9%	5.4%
Over 50	5.9%	6.4%	7.8%	7.1%	4.3%

Table V-C. Certificates Awarded by Program, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Bilingual/Bicultural Pre-School	2	1	2	1	
Child Care - School-Age	1				
Child Development					14
Child Development - Infant/Toddler	1	1	2	2	1
Child Development - Pre-School	6	5	3	1	
Child Development Specializing Preschool			8	10	2
Child Development: Special Needs					9
CSU General Education	69	154	197	267	253
Culinary Arts	6	8	10	20	12
IGETC	12	26	27	33	35
Interior Design		1			
Legal Assisting (Paralegal)	31	26	69	57	33
Microcomputer Applications Management	1	1	2	3	3
Microcomputer Programming	1	2	1	5	1
Multimedia: Animation and 3D Design					1
Multimedia: Animation Concentration			1		
Multimedia: Video/Sound Production			1		
Office Administration	1		5	1	4
Office Assistant	6	1	3	5	4
Retail Management (WAFC)	1				
Specializing in Bilingual/Bicultural					2
Specializing in Bilingual/Bicultural Pre-school	2	3	2	7	2
Specializing in Infant & Toddler	1		1	2	1
Specializing in Preschool	13	6	15	17	20
Specializing in School Age Child Care		1		1	
Specializing in Infant & Toddler				1	1
Teacher's Assistant		1			1
Teacher's Assistant - Bilingual/Bicultural			1		
Teacher's Assistant - Exceptional Children		4	4	2	
Total Certificates Awarded	154	241	354	435	399

Table V-D. State and District Comparison of Certificates Awarded, 2009-10 to 2014-15

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
California	30,067	34,454	38,382	42,678	44,664	51,069
LACCD	1,853	2,563	2,835	3,572	4,100	4,746
Mission	145	151	226	356	449	393
City	73	267	171	284	372	824
East	576	745	649	721	800	930
Harbor	74	61	83	48	45	31
Pierce	75	209	263	272	308	369
Southwest	30	8	13	5	144	166
Trade-Tech	483	619	658	1,022	1,079	1,210
Valley	281	338	625	598	695	611
West	116	165	147	266	208	212

Note: Includes only certificates requiring 18 or more units. The data in the table above is from the CCCCO Data Mart and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

VI. Transfer

- Approved Institution-Set Standard: 205

The College's institution-set standard for transfer refers to the total number of students who transfer to the California State University (CSU) and University of California (UC) System schools only. It does not include transfers to in-state private and/or out-of-state institutions. The approved institution-set standard for the number of students transferring to CSU and UC schools is 205 students. The College's current performance level for this outcome is 407 students, which greatly exceeds the minimum performance level set by the standard. However, the College recognizes that transfer rates and transfer time are below the State average and is prioritizing resources to shorten transfer time and increase transfer rates. Also, at the recommendation of the Academic Senate, the Office of Institutional Effectiveness is currently researching the length of time it takes students to transfer disaggregated by the students' placement scores, entering status, and term of first math and English enrollments. The results of this analysis will help inform interventions to assist students in transferring in a timelier manner.

Table VI-A. Transfers, 2010-11 to 2014-15

Year	CSU	UC	Total
2010-11	226	27	253
2011-12	276	34	310
2012-13	180	33	213
2013-14	298	34	332
2014-15	368	39	407

Table VI-B. Transfers to CSU by Gender and Ethnicity, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
TOTAL	226	276	180	298	368
Gender					
Female	58.4%	64.9%	52.8%	57.4%	63.9%
Male	41.6%	35.1%	47.2%	42.6%	36.1%
Ethnicity					
Hispanic	65.9%	69.2%	70.0%	70.5%	71.7%
White	9.3%	8.7%	6.1%	7.0%	7.1%
Asian/Pacific Islander	5.3%	5.1%	3.3%	4.4%	2.7%
Black	2.2%	3.3%	1.7%	4.0%	1.6%
Multiethnic	1.3%	1.1%	1.7%	1.7%	2.4%
Native American	0.0%	0.4%	0.0%	0.7%	0.3%
Unknown	8.8%	4.7%	8.3%	3.0%	6.0%
Non-US resident	7.1%	7.6%	8.9%	8.7%	8.2%

Table VI-C. Transfers to UC by Ethnicity, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Hispanic	76.9%	67.6%	72.7%	73.5%	74.4%
White	3.8%	2.9%	6.1%	8.8%	10.3%
Asian/Pacific Islander	15.4%	23.5%	15.2%	17.6%	5.1%
Black	0.0%	5.9%	6.1%	0.0%	5.1%
Native American	0.0%	0.0%	0.0%	0.0%	2.6%
Unknown	3.8%	0.0%	0.0%	0.0%	2.6%

Table VI-D. State and District Comparison of Six-Year Transfer Rates

Six-Year Transfer Rate	2006-07 Cohort % transferred by fall 2012	2007-08 Cohort % transferred by fall 2013	2008-09 Cohort % transferred by fall 2014	2008-09 Rank in LACCD	Compared to LACCD Average	Compared to CA State Average
California	40.5%	39.4%	37.9%	-	-	-
LACCD	36.4%	34.8%	27.7%	-	-	-10.2%
Mission	33.3%	29.1%	23.9%	7	-3.8%	-14.0%
City	30.8%	28.2%	19.5%	8	-8.2%	-18.4%
East	33.5%	32.4%	24.9%	5	-2.8%	-13.0%
Harbor	31.2%	29.7%	25.7%	4	-2.0%	-12.2%
Pierce	47.9%	44.0%	34.1%	1	6.4%	-3.8%
Southwest	32.8%	28.1%	24.9%	5	-2.8%	-13.0%
Trade-Tech	23.7%	27.6%	18.7%	9	-9.0%	-19.2%
Valley	37.3%	37.6%	30.7%	2	3.0%	-7.2%
West	32.3%	33.1%	29.4%	3	1.7%	-8.5%

Note: The data in the table above is from the CCCCCO Data Mart and may differ from the campus-based data reported in the report and in other tables due to differing data definitions and time periods.

ORGANIZATION OF THE SELF EVALUATION PROCESS

Los Angeles Mission College began the work on its Self Evaluation Report in July 2014 by appointing two Self Evaluation co-chairs and by establishing an Accreditation Steering Committee (ASC) composed of faculty, staff, administrators, and the President of the Associated Students Organization. The Accreditation Steering Committee is co-chaired by a faculty member and the Accreditation Liaison Officer (ALO). Between the period of July 2014 through May 2015, the Vice President of Administrative Services served as the Accreditation Liaison Officer. Starting in June 2015, the Vice President of Academic Affairs took over the responsibilities of serving as the ALO.

Beginning in summer 2014 and throughout 2015, the Accreditation Steering Committee identified co-chairs and members from each standard and convened weekly and bi-weekly meetings. Some standard teams began meeting during the summer of 2014. Additional members joined the standard teams in fall 2014. Standard teams and Accreditation co-chairs continued to meet, conduct research, collect evidence, and complete their assignments throughout 2014-2015. Drafts of each standard were reviewed by the Accreditation Steering Committee as they were submitted and posted on the Accreditation SharePoint website. In addition, evidence supporting each standard was gathered and posted on the website.

During the fall 2015 semester, the ASC co-chairs gave presentations that highlighted information from each of the standards. The final drafts of the Self Evaluation Report were distributed and reviewed by faculty, staff and administrators. In addition, the opportunity to review the final draft of the Report for accuracy and evidence review was made available to the campus community, and minor changes were recommended and incorporated.

The Los Angeles Community College District Vice Chancellor of Institutional Effectiveness coordinated several meetings of all of the nine Colleges in the District to assist with the self-evaluation process. The District also assisted with providing responses for most of Standard IV.

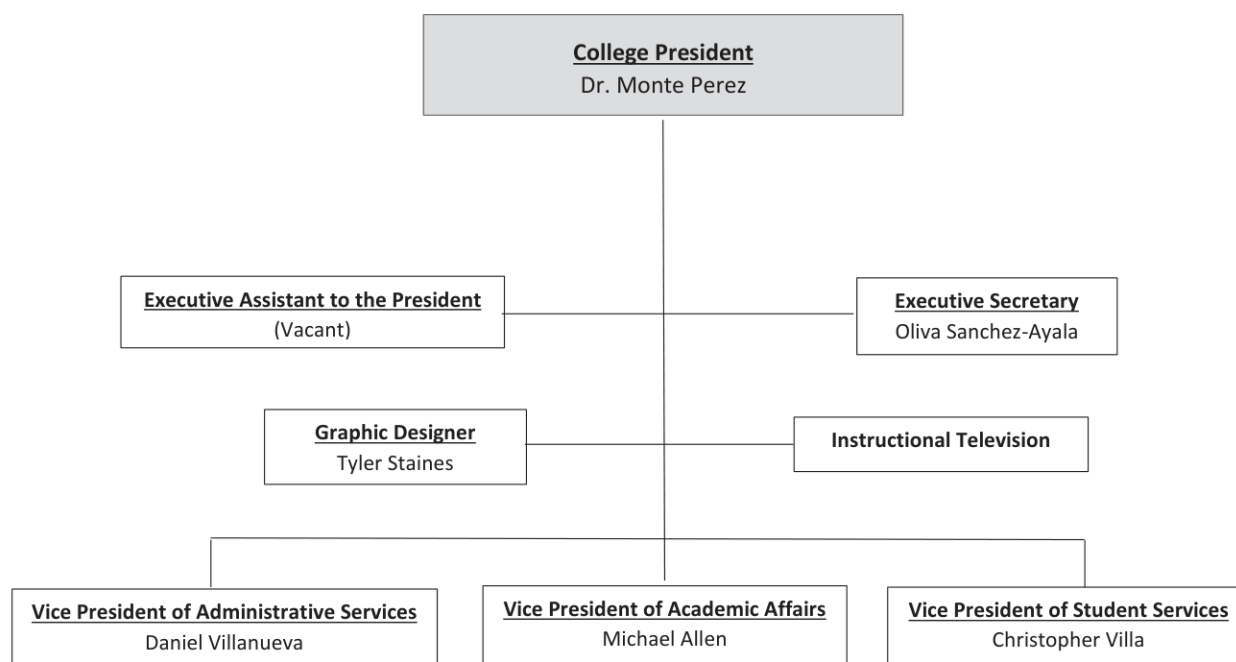
To keep the campus community informed about the status of the Self-Evaluation process, the Accreditation Steering Committee made monthly reports to the Council of Instruction, Educational Planning Committee, Academic Senate, and College Council. Information was also disseminated through the weekly College newsletter and a dedicated bulletin board on the main campus.

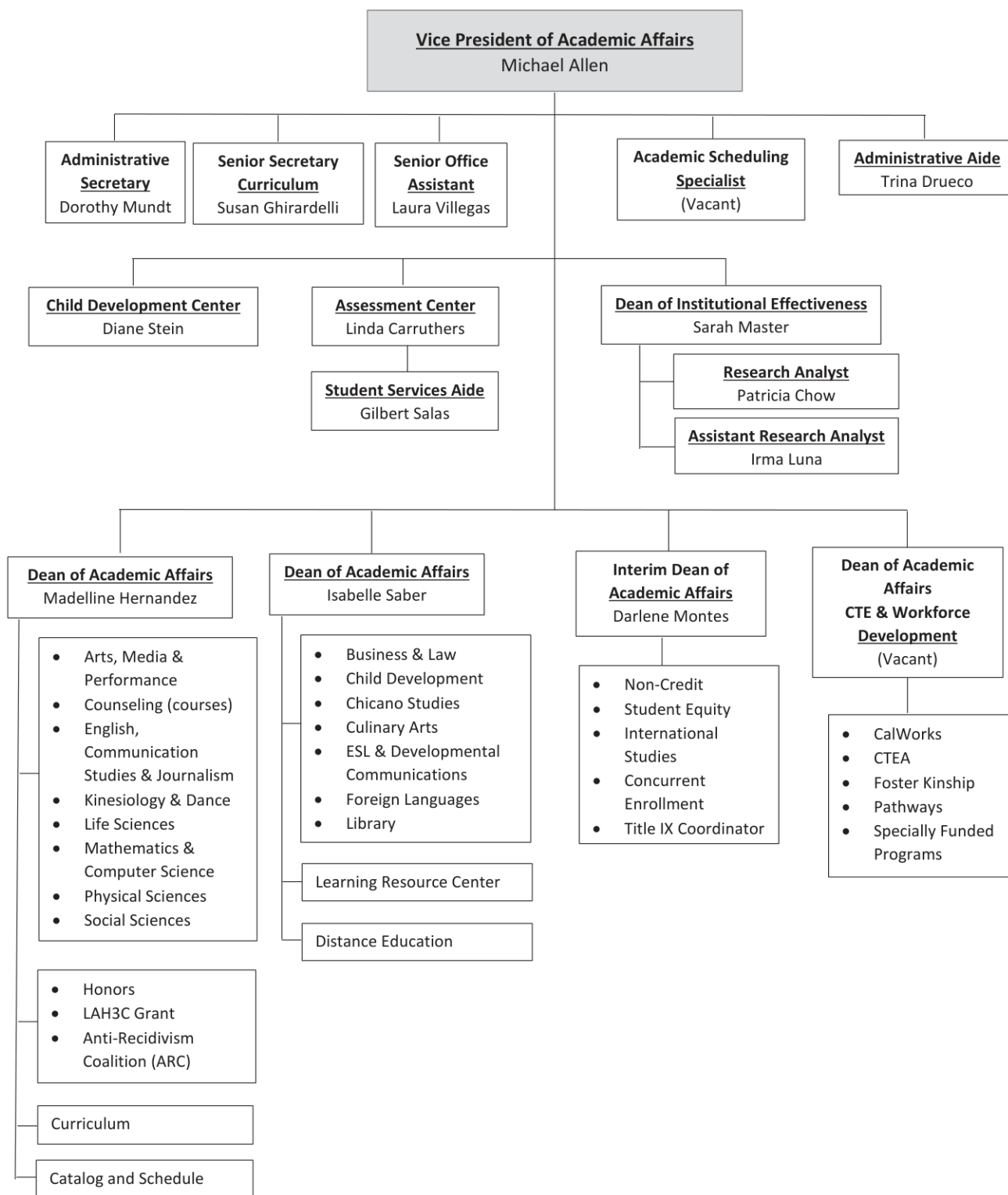
On December 3, 2015 the Academic Senate and the College Council approved the Self Evaluation Report. The College presented its Report to the Board of Trustees' Institutional Effectiveness Committee, and the Board approved the Self Evaluation Report on December 9, 2015.

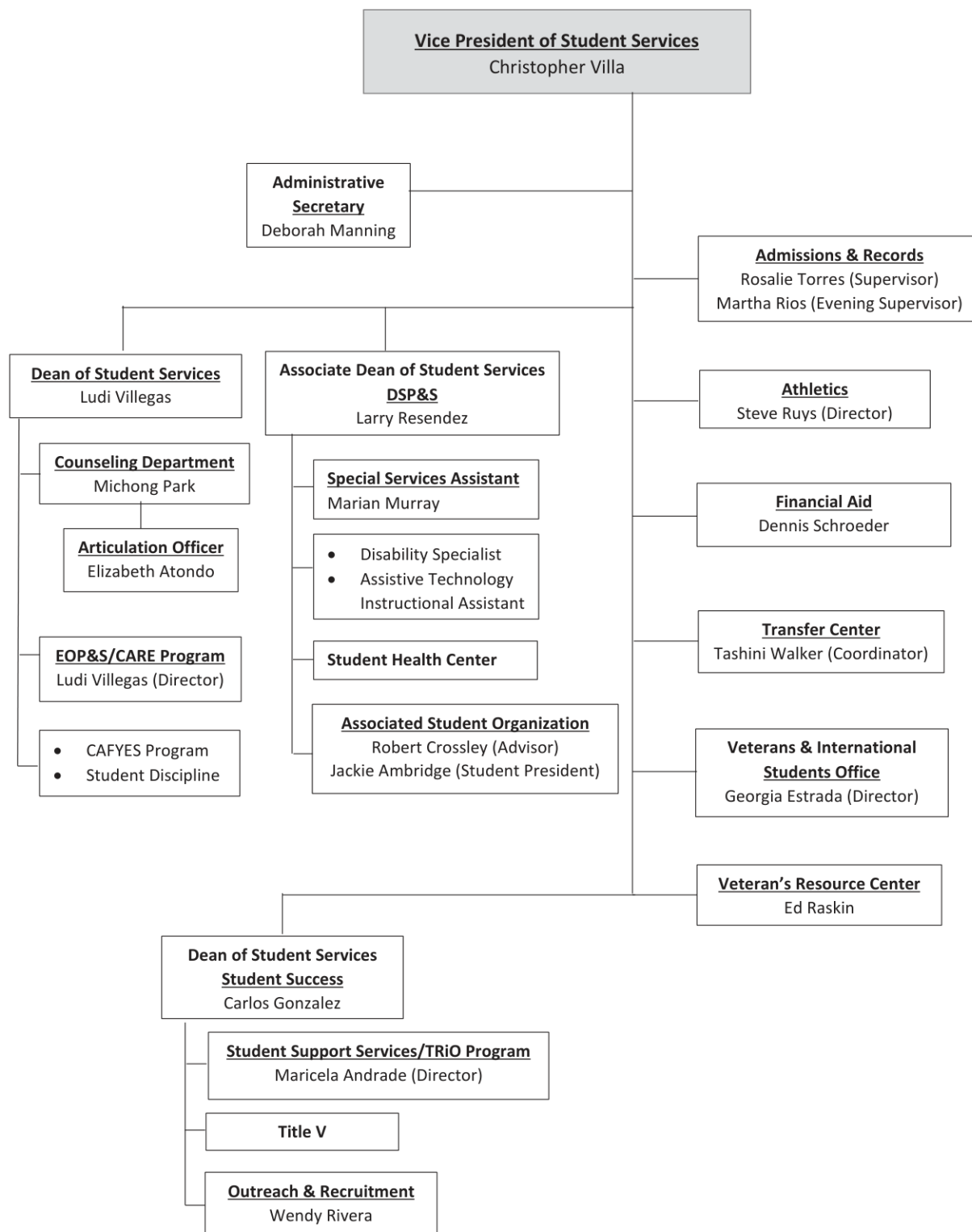
ORGANIZATIONAL INFORMATION

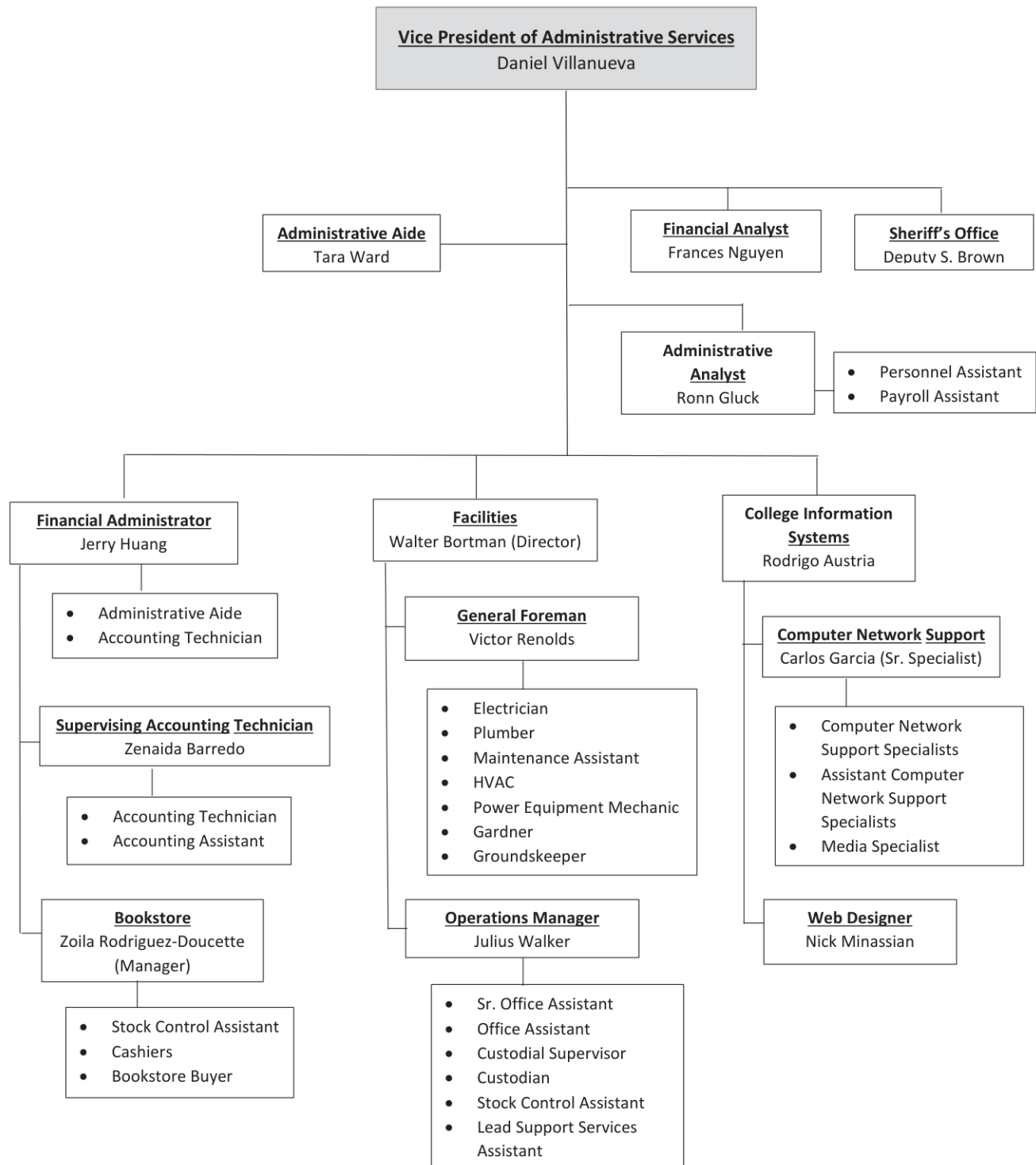
ORGANIZATION OF THE INSTITUTION

Office of the President Functional Chart









DISTRICT-COLLEGE FUNCTIONAL MAP

As indicated in the Functional Map below, the LACCD and LAMC share responsibilities for almost everything the College does, including strategic and educational planning, budgeting and fiscal tracking, facilities construction and maintenance, admissions and records, curriculum and enrollment management, and hiring and employee evaluation. The Map reflects the division of these responsibilities.

KEY:

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

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

<i>Standard I.A Mission</i>	COLLEGE	DISTRICT
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	S

<i>Standard I.B. Assuring Academic Quality and Institutional Effectiveness</i>	COLLEGE	DISTRICT
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	— ¹
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	—
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	—
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

¹— represents not applicable

<i>Standard I.C. Institutional Integrity</i>	COLLEGE	DISTRICT
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”	P	—
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	—
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	—
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	—
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	—	—
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	—	—

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	—	—

STANDARD II: Student Learning Programs and Support Services

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

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

<i>Standard II.B. Library and Learning Support Services</i>	COLLEGE	DISTRICT
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	—
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	—
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	—

<i>Standard II.C. Student Support Services</i>	COLLEGE	DISTRICT
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	—
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	—
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	—

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	—
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	P	—
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	—
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

STANDARD III: Resources

<i>Standard III.A. Human Resources</i>	COLLEGE	DISTRICT
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	SH	SH
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

<i>Standard III.B. Physical Resources</i>	COLLEGE	DISTRICT
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

<i>Standard III.C. Technology Resources</i>	COLLEGE	DISTRICT
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

<i>Standard III.D. Financial Resources</i>	COLLEGE	DISTRICT
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	P	S
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	—	—
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	S

STANDARD IV: Leadership and Governance

<i>Standard IV.A. Decision-Making Roles and Processes</i>	COLLEGE	DISTRICT
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

<i>Standard IV.B. Chief Executive Officer</i>	COLLEGE	DISTRICT
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S

Standard IV.C. Governing Board	COLLEGE	DISTRICT
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	—	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	—	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	—	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	—	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal mat	—	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	—	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	—	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	—	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	—	P

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	—	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	—	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	—	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	—	P

<i>Standard IV.D. Multi-College Districts or Systems</i>	COLLEGE	DISTRICT
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	—	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	—	P

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	—	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	—	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	—	P

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

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

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Los Angeles Mission College (LAMC) is one of 113 public, two-year community colleges authorized to operate by the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District. As part of the Los Angeles Community College District, Los Angeles Mission College is governed by a locally elected, seven-member board of trustees.

Los Angeles Mission College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd, Suite 204, Novato, CA 94949, 415.506.0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. LAMC received its initial accreditation in 1975.

Los Angeles Mission College is authorized to operate as a public educational institution and to award degrees by the State of California. Title 5 of the Administrative Code prescribes the structure for offering Associate Degrees, Certificates of Achievement, and Certificates of Completion.

2. Operational Status

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

Los Angeles Mission College is a comprehensive college that meets the varied educational needs of its community. It serves a diverse student body of about 10,500 students. LAMC offers educational opportunities in Career Technical Programs as well as academic programs that prepare students for transfer to public and private institutions of higher learning and/or entry into the workforce. Extensive longitudinal enrollment information is published through the Office of Institutional Effectiveness. The current catalog and schedule of classes are available online.

A Distance Education Substantive Change Proposal was approved in spring 2012, which further supports the completion of degree programs.

The College awarded 717 degrees and 399 certificates in the 2014-15 academic year.

3. Degrees

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

Los Angeles Mission College offers courses in 74 disciplines. The College offers 64 associate degree programs and 43 certificates. The majority of the College's courses are degree applicable; others provide opportunities in basic skills education. Forty nine percent of students officially state their goal is to transfer to a four-year college or university.

4. Chief Executive Officer

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

Chief Executive Officer, Dr. Monte Perez, was selected in the spring of 2011 as the President of the College and reports directly to the Chancellor. The Chancellor informs the Commission of the appointment. Prior to his position at Los Angeles Mission College, Dr. Perez served for three years as the President of Moreno Valley College. Before assuming presidency of Moreno Valley College, he was the Vice President of Student Services at Golden West College from 2004-2008, Provost/Vice President of Academic Affairs at National Hispanic University (1997-2004), and the Regional Director of Educational Testing Services (1987-1997). Additional experience includes working for California State University colleges and the U.S. Department of Education.

President Perez approves and supports the College's delivery of appropriate curriculum, student services, and administrative operations of the College. He also serves on the Chancellor's Cabinet and the President's Council in order to implement Board policies.

5. Financial Accountability

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

Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative Operating deficit at any time during the eligibility process.

The Los Angeles Community College District conducts annual fiscal audits by an external certified public accountant. The Board of Trustees reviews these audit reports annually in public sessions and discusses management responses to any exception. The District files audit reports with the Los Angeles County Office of Education, the State Chancellor's Office, and any other public agencies as required. Los Angeles Mission College is not audited as a separate entity. In fiscal year 2014-2015, the College operated with a carryover balance of appropriately \$330,000 which was used to cover expenditures incurred in fiscal year 2015-2016. When audit exceptions are identified, LAMC implements a plan of corrective action. The Vice Presidents have been designated to monitor corrective action plans in their areas.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Rights and Responsibilities of the Commission and Member Institutions

The College coordinates its internal accreditation activities through the Accreditation Steering Committee, which is a standing committee of LAMC College Council. The preparation of the institutional self evaluation takes place over a two-year period of time. Participants in the development and preparation of the self evaluation represent all of the College's constituents. A notification was sent to the entire campus community on November 25, 2015 to review the final drafts of the 2016 Self Evaluation Report. The Accreditation Liaison Officer and Faculty Accreditation Co-Chair presented a summary of the Self Evaluation Report at the following open and public campus meetings and invited third party comments:

- Academic Senate December 3, 2015
- College Council December 3, 2015

The College maintains all correspondence and records on the accreditation history of the institution. Historic accreditation records are housed in the College Library. More recent accreditation records are maintained on the College's website. An accreditation link is included on the College's web page, which is one click away. External evaluation reports and Commission letters are posted on the website.

Policy on Institutional Degrees and Credits

LAMC conforms to commonly-accepted minimum program length of 60 semester credit hours for an associate degree. LAMC's policy for determining a credit hour meets commonly accepted academic expectations and the California Code of Regulations: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week for 15 weeks for one semester (and at least the same for other academic activities labs, internships, and studio work). A semester hour includes 45 clock hours of instruction. An academic year has 32 weeks of instructional time in credit hours. A full-time student is expected to complete at least 24 semester credit hours in an academic year. LAMC's definitions of a program, a certificate, and an associate degree are the same as those definitions noted in the Commission policy.

Policy on Transfer of Credit

Los Angeles Mission College applies the Los Angeles Community College District's Board Rule and Administrative Regulations regarding transfer of credits. Board Rule 6703.11 specifies that the District, and therefore the College, only accepts credits from accredited institutions recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. The College does not accept credits from non-accredited institutions. The Administrative Regulations further detail the various types of credit the College accepts. Administrative Regulation E-93 outlines the requirements the College follows to accept coursework from a

college outside of the District. Administrative Regulation E-101 outlines the requirements the College follows to accept credit for courses taken at institutions of higher learning outside of the United States and further specifies that the independent transcript evaluation service used must be approved by the California Commission on Teacher Credentialing. Administrative Regulation E-118 outlines the requirements the College follows to accept military credits that apply to the Associate's degree and general education. Finally, Administrative Regulation E-119 outlines the requirements the College follows to accept upper-division coursework to meet Associate degree requirements. All administrative regulations are publicly available on the LACCD website and students are informed by the Counseling Department and Transfer Center that they need to meet with a counselor for transcript evaluation.

Los Angeles Mission College faculty, staff, and students also use the website Articulation System Stimulating Interinstitutional Student Transfer (ASSIST.ORG). ASSIST is an online articulation website that shows how credits earned at LAMC transfer to a University of California or a California State University campus. Faculty, staff, and students can get information on how courses apply to general education or major requirements. ASSIST also includes information about how LAMC courses have been articulated state wide through the course identification numbering system (C-ID).

Policy on Distance Education and Correspondence Education

All of the online and hybrid classes offered at Los Angeles Mission College (LAMC) are of the same quality and have the same accountability and focus on learning outcomes as face-to-face classes. Online classes go through an established and rigorous curriculum review process. LAMC complies with Title 5, Section 55206, which requires "that each proposed or existing course, if delivered by distance education, shall be separately viewed and approved according to a district's certified course approval process." Online/hybrid classes at LAMC are reviewed through the Program Review process.

Curriculum Committee approval of new online classes certifies that the following requirements have been met:

- Course Quality Standards (Title 5, section 55202)
The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations
Determinations and judgements about the quality of the distance education course are made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum procedures.
- Instructor Contact (Title 5, section 55204)
Each section of the course which is delivered through distance education will include regular effective contact between the instructor and students. To ensure "regular effective contact," the DE Committee adopted a "DE Online Absence Policy" on September 29, 2009.

All of LAMC's online/hybrid classes have the same clearly defined Student Learning Outcomes (SLOs) as face-to-face courses, and students are assessed for their achievement.

Faculty performance is evaluated to ensure quality instruction. Students are given access to online services, including an online HELP DESK for using the course management system (ETUDES), student services (e.g., registration, financial aid, orientation), and educational resources (e.g., library research databases and online self-help tutoring resources).

Los Angeles Mission College submitted a substantive change proposal for the Paralegal Studies Program in February 2009 due to the fact it was offering more than 50 percent of its Paralegal Program courses via distance education. The substantive change proposal was approved by the Accrediting Commission for Community and Junior Colleges on June 2, 2009. A second Substantive Change Proposal for the College as a whole was approved by the Commission on June 6, 2012.

Los Angeles Mission College verifies student identity with a secure log-in and password. To take a distance education course, a student must go through the LAMC admission process and receive a student ID number. The username and password used to access the course are based on the student's ID number and date of birth. Faculty are encouraged to report any suspected violations regarding student identity.

Policy on Representation of Accredited Status

Los Angeles Mission College has an Accreditation link on its homepage. The link directs the viewer to the College's Accreditation web page which is one click from the homepage and displays the following statement:

Los Angeles Mission College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The organization is recognized by the Council of Higher Education Accreditation and the U.S. Department of Education.

In addition to the statement regarding the College's accredited status and the contact information for the Commission, there are links on the Accreditation web page to the previous Self Evaluations and related site visit materials in 2015, 2014, 2013, 2007, 2001, and 1995. In addition to the Self Evaluation links, there is a section that includes related action letters from the Commission and previous Follow up reports.

Policy on Student and Public Complaints against Institutions

The Los Angeles Community College District (LACCD) has clear policies and procedures for handling student grievances and complaints. Student complaints and grievances are described in Administrative Regulations, which are available online at the District's website under the About LACCD link. Administrative Regulations related to student grievances and complaints include the following:

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- Board Rule 15001, policy on prohibited discrimination and harassment.
 - Educational Services 55 (E-55) details the procedures for resolving student grievances, including grade challenges. Included in this regulation is a list of nine types of complaints that are excluded from the E-55 procedures. Students are referred to other Administrative Regulations or college offices to address the excluded complaint categories.
 - Educational Services 71 (E-71) explains the appeal procedure at the district-level following a final residency determination made at a college.
 - Instructional & Student Services 100 (E-100) describes the criteria for serving students with disabilities, including appeals of eligibility determination and accommodations.

The procedures for filing a complaint are found under the Students link on the Los Angeles Mission College website homepage. Under the Students link heading is a link to the Complaint/Grievance web page.

The Complaint/Grievance web page explains the purpose of the student grievance and the process to resolve and initiate the grievance process. Students needing assistance with the grievance process can contact the ombudsperson for support.

The College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. In addition, the student complaint/grievance website includes an online form for submission of student complaints.

Each of the campus divisions (Student Services, Academic Affairs, Administrative Services, the President's Office, and Instructional Television) handles the complaints/grievances in its area. The respective area's secretary enters all incoming complaints/grievances into the log and forwards them to the appropriate administrator.

In addition to posting these policies and procedures on the LACCD and Los Angeles Mission College websites, students are informed about these policies and procedures in the Los Angeles Mission College 2015-2016 College catalog as follows:

- The Student Grievance Procedure pages 60, 61
- Non-Discrimination Policy page 66
- Sexual harassment policy and complaint procedure pages 66, 67, 68
- Ombudsperson's role page 68
- Family Educational Rights & Privacy Act (FERPA) Notification pages 59, 60

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

Advertisements, publications, and promotional literature are clear and factually accurate and provide current information about LAMC. The College catalog is posted on the College website and contains all the information listed in the policy as well as locations or publications where other policies may be found such as Board Rules. LAMC's accredited status is truthfully represented on the website and in the College Catalog, and information on filing complaints with the Commission also is included.

Student recruitment of athletes is conducted by coaches and volunteers who are required to take a compliance test each year to verify that they will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association (CCCAA), the governing body of athletics in the state's community colleges. High school outreach is coordinated by the Vice President of Student Services Office, STEM outreach student workers, and the Office of Academic Affairs High School Concurrent Enrollment. Recruitment conducted by special programs on campus, such as Extended Opportunity Programs and Services (EOP&S), is carried out by trained employees of the campus.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

LAMC does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Policy of Institutional Compliance with Title IV

LAMC adheres to internal default management strategies that include:

- Educating students on responsible borrowing by providing entrance and exit loan counseling sessions which are mandatory for all applicants.
- Checking students' previous loan histories to ensure they have not exceeded aggregate loan limits.
- Communicating to students to apply for loans only if necessary.

LAMC's most recent official student loan default rate is 16.4% (3-year official FY2012) and 15.7% (2-year official FY2011).

INSTITUTIONAL ANALYSIS

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

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

I.A. MISSION

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

I.A.1

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

Evidence of Meeting the Standard:

- The College Mission Statement describes the College's broad educational purposes, its intended student population and commitment to student success, as well as the types of programs it offers (I.A.1-1).
- The Mission Statement was revised at the College Council Retreat on August 28, 2015 to more clearly define the intended student population to include distance education, as well as emphasize the College's commitment to student learning and achievement. In addition, the new Mission Statement continues to identify the types of programs the College offers, and it identifies the types of credentials offered by the College. The new Mission Statement was approved by the LACCD Board of Trustees on October 7, 2015 (refer to I.A.3-2). The revised Mission Statement will go into effect for the 2016-17 academic year to be included in the 2016-17 catalog and other publications (I.A.1-2).

Analysis and Evaluation:

The 2015-2016 College Mission Statement is as follows:

Los Angeles Mission College is committed to the success of our students. The College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- *Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills;*

- *Encouraging students to become critical thinkers and lifelong learners; and*
- *Providing services and programs that improve the lives of the diverse communities we serve.*

The Mission Statement emphasizes the College's commitment to student learning and success and its pledge to offer high-quality educational opportunities. Students benefit from a variety of options, including the fulfillment of transfer requirements as well as the achievement of degree and certificate programs, career technical education, and basic skills needs. A variety of services complements instructional offerings to support students in their identified educational and personal goals. The Mission Statement also identifies the intended population served, defined as "diverse communities," to recognize the evolving nature of the College's student body (I.A.1-3).

The Mission Statement for academic year 2016-2017, is as follows:

Los Angeles Mission College is committed to the success of its students. The College, which awards associate degrees and certificates, provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually-supportive environment by:

- *Providing services and programs in basic skills, general education, career and technical education, and for transfer;*
- *Educating students to become critical thinkers and lifelong learners;*
- *Ensuring that all programs and services are continuously evaluated and improved to support student learning and achievement; and*
- *Making traditional and distance education learning opportunities available to enhance the health and wellness of the diverse communities it serves.*

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.A.1-1	LAMC Approved Mission Statement
I.A.1-2	College Council Retreat Minutes – 8/28/2015, page 2
I.A.1-3	OIE – Student Population Data

I.A.2

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

Evidence of Meeting the Standard:

- The use of data is embedded in the Institution-Set Standards* (ISSs), student and faculty surveys, student achievement results, Program Review, and learning outcome assessments (I.A.2-1).
- Shared Governance Committees' review of the College's planning documents is based on data-driven measures and benchmarks and focuses on the institution meeting the educational needs of students (I.A.2-2).

Analysis and Evaluation:

In fall 2013, the College identified the need to refine its strategic goals to better assess its quality and effectiveness, to gauge improvements in student learning, and to evaluate achievement of the College's Mission. This evaluation identified two priorities of the College Council's two-part annual planning retreat on August 20 and September 6, 2013 (1) to revise the LAMC Strategic Plan goals to student success explicitly (to align more directly with the College's Mission Statement), and to (2) ensure that the established goals were measurable. As a result, College Council members revised LAMC's Strategic Master Plan goals to infuse the Mission Statement and student success language. This revision further enhanced alignment with existing district and college master plans (I.A.2-2), (I.A.2-3), (I.A.2-5).

The College Strategic Master Plan was reviewed and updated at the retreats in May 2014 and August 2015. During the August 2015 retreat, the College Strategic Plan was updated to reflect progress on student success measures (I.B.3-24).

In an effort to achieve the mission of the college, the Office of Institutional Effectiveness provides data for the development of the college planning documents which drives decision making, resource allocation, and the goals for student success. Student success data includes but is not limited to persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys as well as enrollment and attendance. This data is utilized in the development and implementation of all college planning documents, programs and services. These include CTE, Student Equity Plan, Enrollment Management Plan, Basic Skills Initiative, SSSP, AtD, Program Review, and shared governance planning documents. While some of these plans have been using this data to meet state and federal requirements (e.g. CTE), others are now integrating data to ensure that the College's programs and services are aligned with its mission.

As an illustration, the Student Equity Plan provides comprehensive demographic data that identifies underserved populations. The plan focuses on areas such as DSP&S, veterans, foster youth, and basic skills programs to examine existing services and develop strategies to bridge achievement gaps among disproportionately impacted students. Additionally, enrollment and program completion data are utilized in the Strategic Enrollment Management Plan (SEMP) to track student learning and achievement. Data included in the Student Equity Plan, as well as additional disaggregated data provided by OIE, were incorporated into the Program Review* process in spring 2015 (I.A.2-4). Student success was reviewed and each department/discipline evaluated its effectiveness in relation to Institution-Set Standards*.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.A.2-1	Office of Institutional Effectiveness Website
I.A.2-2	College Council Retreat Minutes – 8/28/2015, page 2
I.A.2-3	College Council Retreat Summary – 8/20/2013, page 3
I.A.2-4	PROC Minutes and Program Review Screens
I.A.2-5	LAMC Revised Goals Alignment with DSP Goals

I.A.3

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

Evidence of Meeting the Standard:

- The College undergoes an annual review at the College Council Retreat to verify the alignment of the institution's programs and services with its Mission Statement and intended population. In the event of a revision, the proposed Mission Statement is vetted by the campus community at a town hall meeting and subsequently adopted by the Board of Trustees (I.A.3-1),(I.A.3-2).
- Institutional decision-making, planning, and resource allocation are informed by Institution-Set Standards*, a thorough assessment of Institutional and Program Learning Outcomes (ILOs and PLOs), and a rich shared governance structure (I.A.3-3), (I.A. 3-4), (I.A.3-5).
- The effectiveness of various achievement outcomes, including degree and certificate completion, retention and persistence at the course, program, and institutional levels are benchmarked and evaluated regularly (I.A.3-6).
- Resource allocation is linked to Program Review* and necessitates approval by the Budget and Planning Committee (I.A.3-7).

Analysis and Evaluation:

The College's Mission Statement serves as the foundation for institutional planning and the development of the Strategic Master Plan (SMP) and other shared governance master plans. The College developed and instituted a formal process to review its Mission Statement annually and implement revisions as necessary (I.A.3-8).

The College maintains the improvement of student learning and achievement as its primary goal. In keeping with this sustained effort, the College is further revising its Program Review screens for spring 2016 to include evaluative responses from departments/units and to establish linkage between programs and the College's Mission (I.A.3-7).

The alignment of institutional decision-making, planning, and resource allocation with the mission is routinely supported by the aggregation and analysis of data by OIE. Institutional goals focus on student learning and achievement and are developed through a systematic review of data on persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, and enrollment. The allocation of resources relies on a well-defined process whereby the disbursement of funds is justified by the Program Review* process and clearly linked to student achievement and learning.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.A.3-1	Mission Statement Update – Campus Town Hall
I.A.3-2	Board of Trustees Approval – 10/7/2015, page 10
I.A.3-3	OIE – Institution Set Standards
I.A.3-4	ILO and PLO Assessment Web Page
I.A.3-5	Shared Governance Organizational Structure
I.A.3-6	LAMC Institution Set Standards and Benchmarks
I.A.3-7	Budget and Planning Committee Resource Allocation Planning Process
I.A.3-8	Mission Statement Review Process

I.A.4

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

Evidence of Meeting the Standard:

- In 2013-14, the College developed and implemented an annual Process for Review of the Mission Statement that is inclusive of all campus constituencies (I.A.4-1).
- Changes to the Mission Statement are articulated in three Shared Governance committees (Educational Planning, Budget and Planning, and Student Support Services), reviewed by the Academic Senate and the Faculty Guild, and subsequently proposed to College Council (I.A.4-2). In the event that the College Council proposes revisions, the revised Mission Statement is returned to the Senate for further review, after which the updated Mission Statement is approved by the College Council during its annual retreat. The next steps include a campus-wide vetting of the mission and submission to the Board of Trustees for adoption (I.A.4-3), (I.A.4-4).
- The fall 2015 Town Hall publicized the revisions made to the Mission Statement for the 2016-17 academic year (I.A.4-3).
- Upon adoption by the Board of Trustees, the Mission Statement is published widely in publications such as the catalog and the schedule of class and displayed on the College's website and in various buildings and classrooms (I.A.4-5).

Analysis and Evaluation:

To ensure the annual review of the Mission Statement, the Process for Review of the Mission Statement was developed by College Council during its retreats in August and September 2013.

In January 2014, College Council evaluated the process and implemented revisions to ensure the timeliness of the review process and alignment with publication deadlines and strategic goals deadlines.

Utilizing this new process, the College has completed three full cycles of the Mission Statement review (I.A.4-6). This process will be reassessed at the College Council Retreat in winter 2016.

The Mission Statement is reviewed annually, revised as needed and widely published. The most recent version of the Mission Statement was revised and adopted by the College in August 2015 and approved by the Board of Trustees on October 7, 2015.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- I.A.4-1 College Council Retreat Minutes – 1/2014
- I.A.4-2 Agenda and Minutes for
 - a. Educational Planning Committee
 - b. Budget and Planning Committee
 - c. Student Support Services Committee
 - d. Academic Senate
 - e. ASO
 - f. Faculty and Clerical/Technical Union Minutes
- I.A.4-3 Mission Statement – Campus Vetting – 3/18/2014 and 9/29/2015
- I.A.4-4 Refer to I.A.3-2
- I.A.4-5 Mission Statement Widely Published
 - LAMC Catalog
 - LAMC Schedule of Classes
 - LAMC Website
 - Building/Classrooms
- I.A.4-6 Refer to I.A.4-2

I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

Academic Quality

I.B.1

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

Evidence of Meeting the Standard:

- The College engages in sustained, substantive, and collegial dialog about student outcomes and continuous improvement of student learning and achievement through numerous venues and events such as department and discipline meetings; Student Learning Outcome (SLO) and Program Learning Outcome (PLO) summits and assessment retreats; department chairs' SLO/PLO Summary Reports; broad-based communications at LOAC* (Learning Outcomes Assessment Committee); disaggregated Institutional Learning Outcomes reports; workshops and discussions on quantitative and qualitative measures of student success; Program Review* unit discussions, analysis of disaggregated data, validations, and campus reports; an annual review of institution-set standards*(ISS); annual reports on their units' performance by each Vice President; an annual report to the LACCD Board of Trustees regarding the College's performance on the student achievement outcome measures; the annual College Council review of Strategic Master Plan (SMP) performance measures; and Curriculum* Committee discussions on the inclusion of meaningful SLOs in the development or revision of course outlines (I.B.1-1 through I.B.1-17, see also Standard I.B.3).
- The College's participation in the Basic Skills Initiative (BSI) and Achieving the Dream (AtD) – a national initiative focused on helping low-income and minority community college students to complete their education – provides two additional avenues for dialog supporting the College's quest for equity in access and success for its diverse populations. All efforts aimed at identifying and addressing inequities in student access and success are organized in conjunction and compliance with the College's Student Equity Plan (SEP). The current SEP was approved in fall 2014 and is updated annually. The College's Office of Institutional Effectiveness (OIE) website also hosts disaggregated student achievement and ISS* data, and links to LAMC's Student Success Scorecard. The latter contains disaggregated data on remedial instruction, job training programs, retention of students, and graduation and completion rates (I.B.1-18 through I.B.1-21).
- Academic quality is ensured through substantive and collegial dialog as part of the Program Review* process and integrated with budget development. Curriculum quality is monitored and discussed by the Curriculum Committee, the Academic

Senate, discipline faculty, department chairs, academic deans, and the Vice President of Academic Affairs. Additionally, the faculty evaluation process ensures the delivery of high quality academic instruction and offers further opportunities for discussions on student learning and achievement (I.B.1-22 through I.B.1-24).

- Dialog about institutional effectiveness occurs in the regular meetings of the College's shared governance committees and is monitored by the Shared Governance Oversight Committee (SGOC). Each shared governance committee prepares an annual self-evaluation, and SGOC conducts an additional external evaluation of each committee. Based on this review, SGOC prepares a final report that consists of commendations and recommendations for the committees. These final reports are submitted to College Council and posted on the SGOC website. At its annual fall retreat, College Council evaluates the institution's progress on the SMP, identifies areas of focus for the coming year, and evaluates college processes (I.B.1-25 through I.B.1-29).

Analysis and Evaluation:

Dialog on SLOs and continuous improvement of student learning and achievement regularly occurs through numerous venues and events, including fall and spring Flex Days, department/discipline meetings, annual SLO Summits, conferences/outside events, Eagle's Nest* activities, shared governance committee meetings, and LACCD District meetings and events. Results of SLO assessments are also shared through various reports, such as the department chairs' semi-annual SLO/PLO Summary Reports, the Mission Learning Report*, and ILO assessment reports, all of which are discussed by LOAC* and other committees on campus. The process of updating/initiating new curriculum also includes discussion of associated learning outcomes at all levels (I.B.1-1 through I.B.1-10), (I.B.1-17), and (I.B.1-30 through 32).

The College has developed institution-set standards* (ISS) for six measures of student achievement; these are evaluated on an annual basis. The Program Review* process also involves the evaluation of student achievement data and incorporates the institution-set standards*, as appropriate, for programmatic improvement. The College publishes these and other student outcome measures through its annual reports to the Board of Trustees, the SMP performance measures inventory and update, the Mission Learning Report*, and on the OIE website (I.B.1-11), (I.B.1-12), (I.B.1-14), (I.B.1-16), (I.B.1-21), (I.B.1-31), (I.B.1-33), (I.B.1-34).

Program Review* screens incorporate disaggregated data per discipline to help identify disproportionately impacted (DI) groups. Furthermore, the Student Equity Plan underlines achievement gaps at the institutional level and facilitates the decision-making process on how to best bridge these gaps. The College's AtD and Basic Skills Initiative groups also review outcomes and devise plans to assist disproportionately impacted populations. Last but not least, the College is increasingly incorporating disaggregated student data in its strategic planning functions (I.B.1-18 through I.B.1-20), (I.B.1-34), (I.B.1-35).

Academic quality is further assured through discussions amongst faculty, staff, administrators, and committees during annual and comprehensive Program Reviews* and validation, Curriculum* review, and regular faculty evaluations (I.B.1-10), (I.B.1-13), (I.B.1-22), (I.B.1-24).

Finally, sustained collegial dialog about institutional effectiveness takes place through regular meetings of the College's shared governance committees and the evaluation of their effectiveness. Aspects of institutional effectiveness are also assessed at the annual College Council retreats (I.B.1-25 through I.B.29).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.1-1	Example Discipline Meeting Minutes
I.B.1-2	SLO Summit Agendas – 2013, 2014, 2015
I.B.1-3	PLO Assessment Retreat Agenda
I.B.1-4	Department Chairs' SLO/PLO Summary Reports
I.B.1-5	LOAC Agendas and Minutes
I.B.1-6	Report on Disaggregated ILO Data
I.B.1-7	Information Competency ILO Report
I.B.1-8	Eagle's Nest Workshop on Student Success – 4/23/2015
I.B.1-9	Flex Day Presentation on How to Access Institutional Data
I.B.1-10	Comprehensive Program Review Reports and Responses
I.B.1-11	Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement
I.B.1-12	Academic Senate Subcommittee Minutes – 12/9/2014
I.B.1-13	VPs' Annual Unit Reports
I.B.1-14	Annual College Institutional Effectiveness Reports to the Board of Trustees
I.B.1-15	College Council Fall 2015 Retreat Minutes – 8/28/2015
I.B.1-16	College Council Fall 2015 Retreat 2013-2018 Strategic Master Plan Performance Measures Update
I.B.1-17	Curriculum Committee Agendas and Minutes on including SLOs in course outlines
I.B.1-18	Essential Skills Committee Website
I.B.1-19	Achieving the Dream Committee Website
I.B.1-20	Student Equity Plan Website
I.B.1-21	OIE Website
I.B.1-22	Curriculum Committee Charter
I.B.1-23	Academic Senate Charter
I.B.1-24	Faculty Evaluation Process
I.B.1-25	SGOC Charter
I.B.1-26	See I.B.1-15, page 2
I.B.1-27	SGOC Website with Posted Reports
I.B.1-28	See I.B.1-16
I.B.1-29	LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.1-30	Fall 2014 Student Learning Differences Follow-Up Survey, page 7
I.B.1-31	2014 Mission Learning Report

I.B.1-32	ILO Assessments and Reports
I.B.1-33	2015 Institution-Set Standards Data
I.B.1-34	Program Review Screenshots
I.B.1-35	2013-2018 LAMC Strategic Master Plan

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard:

- The College has defined SLOs for all its courses and assessed 100 percent of its active courses (i.e., those offered within the last two years). All SLOs are reassessed at least once every three years, and all assessment results since 2011 are posted on the SLO online system (I.B.2-1 through I.B.2-3).
- All programs have defined PLOs, which are published in the College catalog, and 100 percent of those have been assessed. Department chairs either generate “roll-up” assessments* for PLOs based on the related course SLO assessments or assess them via surveys, interviews, and/or portfolios of students’ cumulative work. The PLO assessment schedule is reviewed and updated every semester (I.B.2-1), (I.B.2-4), (I.B.2-5).
- The College’s seven ILOs* have been assessed a number of times using student surveys, authentic assessments, and ILO roll-up assessments. The fall 2014 LACCD Student Survey contained questions related to five of the College’s ILOs. Data were disaggregated by gender, ethnicity, age, income level, first generation status, and number of units completed. The results and recommendations from the assessments have been discussed at LOAC* (I.B.2-6 through I.B.2-8).
- Benchmarks for student success have been established for each SLO/PLO/ILO (I.B.2-8).
- Many SLO assessments lead to recommendations for improvement. In such cases, faculty are required to report the outcomes resulting from such revisions. For example, the Art 101 Survey of Art History I courses implemented SLO improvements where students were given more opportunities for in-class assignments, including peer review and group work to sharpen their critical thinking skills and reflect upon broader understandings of visual culture. Students in groups wrote and revised their thesis statements and provided a visual analysis as evidence for an argument. Group statements were produced and reviewed by the entire classes which had led to a greater familiarity with steps involved in assessing and critically evaluating a work of art. Overall, students have become more adept at employing stronger rhetorical strategies in written work and their grasp of historical context has improved. (I.B.2-10), (I.B.2-11).
- College policy ensures that all faculty members engage in the outcomes assessment process and meet all required timelines. Faculty are also evaluated on their participation in the SLO assessment cycle (I.B.2-12), (I.B.2-13).
- Student Support Services units assess their Service Area Outcomes (SAOs) and SLOs at least every three years. SAOs were revised in 2013-2014, assessed in 2014-2015, and are currently undergoing revisions. Each Student Support Services unit has also expanded its area outcomes to include at least one SLO (I.B.2-14).
- Learning Support Services (library and Learning Resource Center) participate in the assessment process and assess their SLOs and SAOs on a three-year cycle (I.B.2-15).

Analysis and Evaluation:

The College has defined, published and institutionalized assessment of all its SLOs/PLOs/ILOs and SAOs; it also conducts meaningful discussions about the results, plans for improvement, and implements improvements as they are warranted. Course and program assessments are posted on the SLO Online System and summarized in each semester's department chair reports and in Program Review*. The Mission Learning Report* contains a summary of the College's progress in assessing learning outcomes at all levels (I.B.2-1 through I.B.2-8) and (I.B.2-12 through I.B.2-19).

Los Angeles Mission College meets the standard.

LIST OF EVIDENCE

I.B.2-1	SLO/PLO/ILO Assessments and Reports
I.B.2-2	SLO Assessment Plan
I.B.2-3	SLO Assessment Schedule
I.B.2-4	Screenshot of College Catalog PLOs
I.B.2-5	PLO Master Assessment Schedule
I.B.2-6	ILO Assessments and Reports
I.B.2-7	Report on Disaggregated ILO Data
I.B.2-8	ILO Master Assessment Schedule
I.B.2-9	Screenshot of SLO System screen for setting benchmarks for SLOs/PLOs/ILOs
I.B.2-10	Screenshot of SLO System "follow-up" screen where faculty report outcomes of revisions
I.B.2-11	Follow-Up Art History SLO Assessment
I.B.2-12	SLO/PLO Assessment Policy
I.B.2-13	Faculty Contract Language on Participation in the SLO Assessment Cycle
I.B.2-14	Student Service Area Outcomes Website
I.B.2-15	Learning Support Services Assessment Reports
I.B.2-16	LOAC Agendas and Minutes
I.B.2-17	Department Chairs' SLO/PLO Summary Reports
I.B.2-18	Screenshot of SLO and Assessment Update screen in Program Review
I.B.2-19	2014 Mission Learning Report

I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER11)

Evidence of Meeting the Standard:

- The College has established institution-set standards* (ISSs) for successful course completion, course retention, fall-to-fall persistence, degree completion, certificate completion, and transfer. These ISSs are used to gauge the College's performance and results are shared with the campus community (I.B.3-1 through I.B.3-22).

- The Academic Senate, using disaggregated College and comparative state- and District-level data, annually measures the College’s performance against the ISSs, issues recommendations regarding the standards themselves, and suggests actions for continuous improvement in student achievement. These recommendations are reviewed by both the Council of Instruction and Educational Planning Committee, and College Council members take them into account when setting the College’s annual priorities (I.B.3-11 through I.B.3-19) and (I.B.3-23 through I.B.3-26).
- Academic departments review and assess their achievement data during Program Review*, and compare them to the ISSs* and program-level standards. In addition, disciplines evaluate their levels of performance in relation to the ISSs, develop strategies and/or interventions for improvement in the achievement outcomes, and assess the effectiveness of any implemented strategies and interventions (I.B.3-27 through I.B.3-29).
- Job placement data for Career Technical Education (CTE) programs, obtained through the Perkins IV CTE Core Indicators Report and disaggregated with respect to gender and special student populations, are reviewed at least once a year at CTE meetings (I.B.3-30), (I.B.3-31).
- The expected measure of performance, or Institution-Set Standard* for job placement rates for completers of each program is set by the College to be 90 percent of the “performance goal” established by the state for each year. For example, for the 2012-2013 CTE cohorts in the 2015-2016 Core Indicator Report, the job placement performance goal set by the state was 65.8 percent, and thus the standard for job placement rates for each program was set by the College at 90 percent of this goal, or 59 percent (I.B.3-31).

Analysis and Evaluation:

A subcommittee of the Academic Senate annually analyzes the College’s overall performance on the ISSs*. The subcommittee’s findings and recommendations are subsequently submitted to the Council of Instruction, EPC*, the Academic Senate, and College Council and published in the annual Mission Learning Report*. Furthermore, these findings are used in institution-wide planning, the revision of the mission, and in setting annual institutional priorities and improvement plans. For example, based in part on the recommendations from the ISSs’ analysis, College Council determined the top College priorities for 2015-2016 to be the acceleration of degree and certificate completion, and an increase in transfers to four-year colleges. To support these goals, the College set to enhance student support services and formed a taskforce to determine specific action plans and to oversee their implementation (I.B.3-12), (I.B.3-14 through I.B.3-19), (I.B.3-21), (I.B.3-23), (I.B.3-25), (I.B.3-26).

More generally, disciplines and programs evaluate student achievement performance and make associated resource requests through Program Review* to bring about improvements. Job placement rates and performance expectations and goals are reviewed annually by CTE programs (I.B.3-27 through I.B.3-31).

The College uses a variety of tools to regularly and broadly communicate the results of these analyses and discussions; these include written reports (e.g., the annual Mission Learning Report*),

web-based communications, meetings, and other campus events such as College Council retreats and town hall meetings (I.B.3-16 through I.B.3-18), (I.B.3-20 through I.B.3-23), (I.B.3-25).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.3-1	ASC Research and Evaluation Theme Team Minutes – 7/15/2013
I.B.3-2	Institution-Set Standards Data Summary – Fall 2013
I.B.3-3	Council of Instruction Minutes – 11/6/2013
I.B.3-4	Institution-Set Standards for EPC Review
I.B.3-5	EPC Minutes – 11/18/2013 and 12/2/2013
I.B.3-6	Institution-Set Standards for Academic Senate Approval
I.B.3-7	Academic Senate Minutes – 12/5/2013
I.B.3-8	Institution-Set Standards for College Council Approval
I.B.3-9	College Council Minutes – 12/19/2013, page 4 under “Academic Senate”
I.B.3-10	President’s Approval of Institution-Set Standards
I.B.3-11	Research Advisory Task Force Minutes – 2/25/2014, item 5
I.B.3-12	Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement
I.B.3-13	College Council Minutes – 3/20/2014, pages 2-3 and 5
I.B.3-14	Institution-Set Standards: LAMC Data Packet and state and District Comparison – Fall 2014
I.B.3-15	Academic Senate Subcommittee Minutes – 12/9/2014
I.B.3-16	Council of Instruction Minutes – 3/4/2015
I.B.3-17	EPC Minutes – 3/16/2015
I.B.3-18	College Council Minutes – 6/18/2015, page 3
I.B.3-19	Institution-Set Standards: LAMC Data Packet and state and District Comparison – Fall 2015
I.B.3-20	Spring 2014 LAMC Town Hall Meeting Presentation, pages 16-23
I.B.3-21	2014 Mission Learning Report
I.B.3-22	Institution-Set Standards Links on OIE Website
I.B.3-23	College Council Fall 2015 Retreat Minutes – 8/28/2015
I.B.3-24	College Council Fall 2015 Retreat 2013-2018 Strategic Master Plan Performance Measures Update
I.B.3-25	College Council Fall 2015 Retreat Recommendations for Priority Setting Handout, page 2
I.B.3-26	LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.3-27	Academic Program Review System Updates – Spring 2014, pages 4-7
I.B.3-28	Academic Program Review System Updates – Spring 2015, pages 1-4
I.B.3-29	Example Completed Program Review
I.B.3-30	CTE Meeting Agenda – 3/10/2015
I.B.3-31	Example Perkins IV CTE Core Indicator Employment Report for 2015-2016

I.B.4

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

Evidence of Meeting the Standard:

- Assessment data constitute the foundation for Program Review*, learning outcomes assessment cycles, the ISSs*, the College's Strategic Master Plan (SMP) and the implementation of Student Equity plans (I.B.4-1 through I.B.4-5), (I.B.4-13).
- Institutional processes are planned, evaluated, streamlined, and improved during regular cycles by the Program Review Oversight Committee* (PROC), the Strategic Enrollment Management Committee, LOAC*, the Student Equity Committee, and College Council at its annual retreats, and via the ISSs* review process (I.B.4-6 through I.B.4-11).
- Resource requests originate in Program Review* and their associated objectives must be linked to SMP goals, two of which are directly tied to student learning and/or achievement. Furthermore, there is a checkbox on the Program Review objectives screen to indicate whether an improvement objective (and any associated resource requests) is tied to improving SLO/PLO/SAO assessment results in that program – this information is taken into account in resource allocation decisions so as to achieve improvements in student learning (I.B.4-12), (I.B.4-13).
- Student and faculty/staff annual surveys provide assessment data for institutional planning processes that support student learning and achievement (I.B.4-14).

Analysis and Evaluation:

The Program Review* process requires all units to analyze and address student success and learning outcomes. To further assist disproportionately impacted groups, the Student Equity Committee examines disaggregated data across a variety of metrics and annually updates the Student Equity Plan (I.B.4-1), (I.B.4-2), (I.B.4-5), (I.B.4-9).

The College uses the guidelines of the Strategic Enrollment Management Plan (SEMP) in making decisions regarding course and program offerings to best serve the student population while achieving a robust FTES. Retention, persistence, degrees obtained, and transfer rates were all used in formulating the SEMP. The SEMP is aligned with both the Educational Master Plan* (EMP) as well as the SMP (I.B.4-15).

All of the College's master plans and shared governance committees provide structure and processes to guide decision making and resource allocation for continual improvement in student learning and achievement. Funding requests are tied to achievement and learning outcome data as contextualized in Program Review* (I.B.4-1), (I.B.4-12), (I.B.4-16).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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|---------|--|
| I.B.4-1 | Program Review Screenshots |
| I.B.4-2 | Comprehensive Program Review Reports and Responses |

I.B.4-3	SLO, PLO and ILO Assessment Reports
I.B.4-4	2015 Institution – Set Standards Data
I.B.4-5	Student Equity Plan
I.B.4-6	Program Review Oversight Committee Agendas and Minutes
I.B.4-7	Strategic Enrollment Management Committee example minutes
I.B.4-8	LOAC Agendas and Minutes
I.B.4-9	Student Equity Committee Example Minutes
I.B.4-10	College Council Retreat Minutes
I.B.4-11	Process for Evaluation and Improvement of Institution-Set Standards for Student Achievement
I.B.4-12	Screenshot of Program Review screen for objectives and for resource requests
I.B.4-13	2013-2018 Strategic Master Plan
I.B.4-14	Student and Faculty/Staff Surveys (see: LACCD District-wide Student Survey, LAMC Supplemental Student Services Survey, LAMC Faculty/Staff Survey, LAMC Student Survey)
I.B.4-15	Strategic Enrollment Management Plan
I.B.4-16	College Planning Documents and Shared Governance Committees Website

Institutional Effectiveness

I.B.5

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

Evidence of Meeting the Standard:

- The Program Review* process provides a comprehensive mechanism to gauge student achievement, evaluate student learning outcomes, and assess unit goals and objectives. Because all planning objectives originating in Program Review are linked to at least one of the Strategic Master Plan (SMP) goals, which are in turn derived from the College's Mission, the institution assesses the accomplishment of its mission through this annual evaluation process. In order to synthesize all of the Program Review assessment information into an evaluation at the institutional level, the PROC* developed a process whereby the Vice President of each College division summarizes that division's annual unit assessments into a SWOT (strengths, weaknesses, opportunities, threats) report to PROC. PROC then synthesizes the information from the Vice Presidents' reports into an institution-level report to College Council, which identifies common themes and recommendations for institutional improvement. College Council takes these recommendations into account when setting the College's annual priorities (I.B.5-1 through I.B.5-10).
- The College Mission is further supported by the annual assessment of College performance on the ISSs*, the six college-wide SMP goals' performance outcomes, and the District Strategic Plan (DSP) performance objectives (I.B.5-8 through I.B.5-18).
- Learning outcomes at the course and program levels are directly tied to Institutional Learning Outcomes (ILOs) which, in turn, are based on the College's Mission.

According to results of an assessment that used student survey data to assess four of the College's ILOs, students who had completed more units at LAMC felt they had more improvement on the ILOs compared to students who had completed less units, and the LOAC interpreted this as evidence that the institution is accomplishing its mission. Learning outcomes at all levels are re-assessed at least every three years (I.B.5-4), (I.B.5-19 through I.B.5-25).

- Assessment of SLOs and PLOs may also directly support the College's Mission. For example, part of the College's Mission is to "Ensure that students...prepare for successful careers in the workplace." In the class Multimedia 201 (Digital Editing), the SLO assessment resulted in having students keep a calendar of their production workflow. Students in turn completed the milestones within the allocated times and demonstrated an increase in the quality and professionalism of their work, and made use of the tools in all subsequent projects, including those in other classes (I.B.5-26).
- Quantitative and qualitative data are collected via annual student surveys for students in all program types and modes of delivery, and the results are disaggregated by student characteristics and delivery mode (I.B.5-27).
- Each program receives data in Program Review on student enrollment, success, and retention, which are disaggregated by demographic groups, mode of delivery, and time of day. The data are analyzed by each discipline, and objectives and resource requests may be developed based on gaps (I.B.5-28).
- Disaggregated data from the California Community Colleges Chancellor's Office (CCCCO) website also provides data by program type (basic skills, CTE, transfer, and general education) and delivery mode (I.B.5-29).
- The OIE* provides reports of success and retention rates for courses offered via online and/or hybrid formats compared to the success and retention rates for their face-to-face counterparts. These data are analyzed by the Distance Education* (DE) Committee (I.B.5-30), (I.B.5-31).
- See Standard I.B.6 for discussion of disaggregation of student learning outcomes data.

Analysis and Evaluation:

The institution monitors the fulfillment of its mission through its proprietary Program Review system*, the Vice Presidents' annual SWOT reports, assessment of College performance on the ISSs, SLO/PLO/ILO assessments, and the systematic evaluation of the goals and objectives stated in its Strategic Master Plan and the District Strategic Plan. Processes are in place so that improvements can be recommended to the appropriate parties when performance is found to fall short of expectations, and the College Council takes this information into account when setting annual College priorities in fulfillment of the College Mission (I.B.5-1 through I.B.5-26).

Quantitative and qualitative student survey data, Program Review data, and data in stand-alone reports further allow for analysis by program type and mode of delivery (I.B.5-27 through I.B.5-31).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.5-1	Program Review Screenshots
I.B.5-2	Screenshot of Program Review screen for objectives
I.B.5-3	Comprehensive Program Review Reports and Responses
I.B.5-4	LAMC Mission Statement
I.B.5-5	Vice Presidents SWOT Reports to PROC
I.B.5-6	PROC Report to College Council: Institution-wide Program Review Themes
I.B.5-7	College Council Minutes – 5/21/2015, page 3
I.B.5-8	College Council Fall 2015 Retreat Minutes – 8/28/2015
I.B.5-9	College Council Fall 2015 Retreat Recommendations for Priority Setting Handout
I.B.5-10	LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.5-11	Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement
I.B.5-12	Institution-Set Standards: LAMC Data Packet and state and District Comparison – Fall 2014
I.B.5-13	Institution-Set Standards: LAMC Data Packet and state and District Comparison – Fall 2015
I.B.5-14	Academic Senate Subcommittee Minutes – 12/9/2014
I.B.5-15	2014 Mission Learning Report
I.B.5-16	2013-2018 LAMC Strategic Master Plan, Appendix 4
I.B.5-17	College Council Fall 2015 Retreat 2014-2018 Strategic Master Plan Performance Measures Update
I.B.5-18	Annual College Institutional Effectiveness Reports
I.B.5-19	Institutional Learning Outcomes
I.B.5-20	Screenshots showing how SLOs and PLOs are linked to ILOs
I.B.5-21	Report on Disaggregated ILO Data
I.B.5-22	LOAC Minutes – 4/28/2015, item 6
I.B.5-23	SLO Assessment Schedule
I.B.5-24	PLO Master Assessment Schedule
I.B.5-25	ILO Master Assessment Schedule
I.B.5-26	Screenshot Showing SLO Assessment Related to College Mission
I.B.5-27	Annual Student Surveys (see: LACCD District-wide Student Survey-On-Campus and Distance Education Survey Results; LAMC Supplemental Student Services Survey)
I.B.5-28	Program Review screenshots of disaggregated data
I.B.5-29	Example CCCCO Data Report by Program Type and Delivery Mode
I.B.5-30	DE Success and Retention Comparison Report
I.B.5-31	DE Program Three-Year Plan, pages 7-8

I.B.6

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

Evidence of Meeting the Standard:

- In fall 2014, the College revised its Student Equity Plan (SEP) to align itself with state mandates, and it evaluates and updates this plan on an annual basis. The SEP uses data to determine gaps in indicators of access and success (i.e., course success, basic skills progression, degree/certificate completion, and transfer) for subpopulations of students based on gender and ethnicity as well as, disability, veteran, foster youth, and income status. The Student Equity Committee formulates goals and activities to close the identified gaps (including identification of responsible parties, expected outcomes, and timelines), allocates resources accordingly, and evaluates the status of activities and expected outcomes. Programs receiving Student Equity funds are also asked to report on the status and success of equity activities annually in Program Review (I.B.6-1 through I.B.6-3).
- Data on enrollment, success, and retention are disaggregated in the annual Program Review screens by student age, gender, ethnicity, and primary language and by the time of day/mode of delivery in which the courses are offered. The data are analyzed by each discipline, and objectives and resource requests may be developed based on identified gaps. CTE programs, in particular, adhere to all data gathering requirements in accordance with the Federal Perkins program (I.B.6-4), (I.B.6-5).
- The STEM program regularly analyzes disaggregated achievement data to track its progress among disproportionately impacted groups (I.B.6-6), (I.B.6-7).
- Disaggregated survey data (based on student demographics and characteristics such as first-generation status and number of units completed) have been analyzed and reported by the OIE* and evaluated by LOAC* for five of the College's seven ILOs. Each ILO is also assessed individually by collecting authentic assessment data that are disaggregated and analyzed (I.B.6-8 through I.B.6-11).

Analysis and Evaluation:

The College uses disaggregated data to reduce performance gaps in a variety of ways. A main mechanism for identifying and addressing performance gaps is through the College's SEP. In addition, the STEM program has developed and implemented strategies to mitigate performance gaps for Hispanic students in STEM subject areas. The analysis of disaggregated data also helps to identify the needs of special populations in CTE programs and to ensure access and success for disproportionately impacted students (I.B.6-1 through I.B.6-7).

The College has also begun to analyze disaggregated learning outcome data, and it has incorporated this type of analysis into all of its authentic ILO assessments. Plans are also in place to disaggregate SLO, PLO, and ILO assessment results by sub-populations of students in the online SLO system, which already has the capacity and functionality for these types of analyses. Because data in the online SLO system are recorded by student ID number, all

that is required is programming to link the student ID numbers to the student demographic information from the student information system. The SLO Coordinators, Dean of Institutional Effectiveness, Research Analyst, and IT Department have already met to discuss the necessary programming enhancements, which are expected to be completed by fall 2016 (I.B.6-8 through I.B.6-10), (I.B.6-12), (I.B.6-13).

While the College's ability to disaggregate data is fairly advanced and is expanding, it should increase training sessions in data analysis techniques for department chairs, vice chairs, and other interested faculty and staff.

Los Angeles Mission College meets the standard.

LIST OF EVIDENCE

I.B.6-1	2014 Student Equity Plan
I.B.6-2	LAMC Student Equity Plan Website
I.B.6-3	Screenshot of Student Equity Funds Question in Program Review
I.B.6-4	Program Review Screenshots of Disaggregated Data
I.B.6-5	CTE Perkins IV Report Website – see also I.B.3-31
I.B.6-6	LAMC STEM Narrative
I.B.6-7	STEM 2014 Annual Performance Report, pages 3-4 and 9-10
I.B.6-8	Report on Disaggregated ILO Data
I.B.6-9	LOAC Minutes – 4/28/2015
I.B.6-10	ILO Assessment Reports
I.B.6-11	ILO Master Assessment Schedule
I.B.6-12	Screenshot of Online SLO System Showing Assessment Results Recorded by Student ID
I.B.6-13	LOAC Minutes – 9/23/2015

I.B.7

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

Evidence of Meeting the Standard:

- All areas of the College, including academic programs, student and learning support services, and administrative units, undergo Program Review* to review and analyze their effectiveness (I.B.7-1).
- The Program Review Oversight Committee* (PROC) establishes, evaluates, continuously improves, and revises the Program Review policies and practices across the three College divisions (I.B.7-2).
- Outcome assessments, consisting of SLOs, PLOs, ILOs, and SAOs (service area outcomes) for instructional programs, student and learning support services, and

administrative services, provide an additional mechanism for all units to assess their effectiveness (I.B.7-3).

- Policies and practices pertaining to instructional programs and learning support services are established and evaluated under the purview of the Senate, shared governance and other committees, and the Office of Academic Affairs. EPC* (the Educational Planning Committee), LOAC* (the Learning Outcomes Assessment Committee), DE* (the Distance Education Committee), and SEM (the Strategic Enrollment Management Committee) are tasked respectively with the planning and evaluation of academic programs; overseeing and improving assessment practices; evaluating and implementing processes for distance education courses, and reviewing enrollment trends and establishing policies and practices to meet student needs (I.B.7-4 through I.B.7-9).
- To further ensure academic quality, the Curriculum Committee oversees, evaluates, and recommends “policies concerning curriculum, general education, graduation requirements, occupational certificate requirements, transfer requirements, academic standards, and related matters” in keeping with District and State policies, in addition to its core work in evaluating and approving course and program curriculum (I.B.7-10).
- An ad hoc Program Viability* committee may be formed by the Senate to assist in evaluating the adoption of a new program, discipline or department, or to conduct a study on substantial modifications to or discontinuance of an existing program. This process takes into consideration the program’s relation to the College’s Mission as one of the factors upon which to base its decision (I.B.7-11).
- Policies and practices pertaining to student services programs, established by the SSSC (Student Support Services Committee) are routinely evaluated through SAO assessments (I.B.7-12), (I.B.7-13).
- Policies and practices pertaining to administrative services programs and resource management are also evaluated through SAO assessments. The Budget and Planning Committee (BPC), the Technology Committee, and the Facilities Planning Committee are tasked respectively with budget and strategic planning and developing evaluation criteria within the budgeting and resource allocation process; overseeing, evaluating, and proposing technology policies; and evaluating and advising College Council regarding facilities planning (I.B.7-14 through I.B.7-16).
- Annual campus wide faculty/staff and student surveys are utilized to support the assessment of collegial governance and decision-making processes, institutional effectiveness, campus climate, student needs, and services provided to students, faculty, and staff. Survey results are used as a basis for college wide and programmatic improvement (via Program Review*) of policies and practices. To gain a more comprehensive understanding of survey results, the campus also utilizes focus groups with faculty/staff and students. The results of these evaluations have led to specific changes in College practices to support continuous improvement. For example, in order to improve campus communication and shared governance awareness, the campus community is now continuously kept aware of major campus activities and proceedings via emails from the College President (I.B.7-17 through I.B.7-21).
- The Shared Governance Oversight Committee (SGOC) annually evaluates the functions

of each of the shared governance committees and establishes shared governance policies and practices. The SGOC meets monthly to ensure that all committees are abiding by their charters, are aligned with the College Mission, and are actively participating in the process of planning and decision-making. At the end of each spring term, each shared governance committee completes an annual self-evaluation form. One question in the evaluation specifically asks the committee for suggestions on how to improve the College's shared governance process. The SGOC reviews each committee's complete self-evaluation and makes recommendations for improvement, and it also provides a summary report to College Council based on all of the committees' self-evaluations (I.B.7-22), (I.B.7-23).

Analysis and Evaluation:

Through various mechanisms and committees, the College regularly evaluates its policies and practices across all units to assure academic quality and alignment with its mission. Regular self-evaluation processes include Program Review*, faculty/staff and student surveys, focus groups, Vice Presidents' reports to PROC*, and governance committee self-evaluations. In addition, on the academic side, College Council and the Academic Senate are both active in evaluating policies and practices, and are assisted by the Office of Academic Affairs, the EPC, and other committees. In non-academic areas, College Council is assisted by Student Services and Administrative Services, and committees in those areas (I.B.7-1 through I.B.7-25).

Below are some recent examples of how regular evaluation of policies and practices via some of the mechanisms described above resulted in changes to improve academic quality and student achievement in accomplishment of the College's Mission:

- In fall 2013, recognizing the need to incorporate planned improvements in student outcomes into the resource request prioritization process, the BPC established the Rubric Task Force to review and revise the College's Overbase Request Rubric used to prioritize resource requests. What ultimately resulted was an enhanced process, established in 2014, that incorporated six new questions that each division must answer about each of the resource requests it submits to BPC for consideration. Furthermore, based on its analysis of the resource allocation model at the fall 2015 College Council Retreat, the College Council saw a need for a feedback mechanism such that each division that receives a resource based upon its answers to the new questions in the rubric will be required to illustrate the effects the resource had on improvement of SLO/SAO results, student achievement outcomes, and/or pursuit of the College's Strategic Master Plan goals and/or the program's objectives. Based on this feedback, BPC will be able to draw conclusions about the effectiveness of the resource allocation process in improving student learning and achievement and advancing the College's goals, objectives, and mission (I.B.7-26 through I.B.7-28).
- A change in policy/practice took place based on PROC's review of the Program Review and resource allocation timeline. It was found that division leadership did not feel they had enough time to thoroughly review their units' Program Reviews and provide substantial feedback, and campus constituents wanted more input into the prioritization of resource requests coming out of each division's annual Program Reviews. Thus,

in fall 2013, PROC proposed and the College Council approved a recommendation to move the College's annual Program Review update cycle to take place in the spring semester (rather than the fall semester) starting in spring 2014. This new timeline allows more time for each division's programs/units to reflect on their performance and project their needs farther in advance, and it allows more time for division leadership to perform Program Review evaluation and validation, to provide feedback, and to prioritize budget requests with proper input (I.B.7-29), (I.B.7-30).

- The restructuring of the Professional Studies department and the transfer of some of its disciplines to other departments in fall 2015 stemmed from the department's spring 2014 comprehensive Program Review and the Senate's Viability Study*. These changes were made to improve academic quality in these disciplines by having them placed under departments which better reflect faculty expertise in those areas. The effects of these changes will be evaluated by EPC* during the next cycle of comprehensive Program Review* (I.B.7-31), (I.B.7-32).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.7-1	LAMC Program Review Structure Chart
I.B.7-2	PROC Charter, Agendas, and Minutes
I.B.7-3	Outcomes Assessments and Reports Website
I.B.7-4	Academic Senate Website
I.B.7-5	EPC Charter, Agendas, and Minutes
I.B.7-6	LOAC Charter, Agendas, and Minutes
I.B.7-7	DE Charge, Agendas, and Minutes
I.B.7-8	SEM Example Minutes
I.B.7-9	Strategic Enrollment Management Plan
I.B.7-10	Curriculum Committee Charter, Agendas, and Minutes
I.B.7-11	Program Viability Review Process
I.B.7-12	Student Support Services Committee Website
I.B.7-13	Student Service Area Outcomes (SSAO) Assessment Website
I.B.7-14	Budget and Planning Committee Charter, Agendas, and Minutes
I.B.7-15	Technology Committee Charter, Agendas, and Minutes
I.B.7-16	Facilities Planning Committee Charter, Agendas, and Minutes
I.B.7-17	Annual Faculty/Staff and Student Surveys
I.B.7-18	Fall 2014 Focus Group Information
I.B.7-19	Fall 2014 Focus Group Summaries – Classified, Supervisors, Faculty, and Department Chairs
I.B.7-20	Email from College President summarizing College Council Recommendations based on Fall 2014 Focus Groups
I.B.7-21	Selected Informational Emails from College President
I.B.7-22	SGOC Charter, Agendas, and Minutes
I.B.7-23	SGOC Website with Posted Reports

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- I.B.7-24 Vice Presidents' SWOT Reports to PROC
 - I.B.7-25 PROC Report to College Council: Institution-wide Program Review Themes
 - I.B.7-26 BPC Minutes Establishing Rubric Task Force
 - I.B.7-27 Rubric with 6 New Questions for Resource Requests
 - I.B.7-28 College Council Fall 2015 Retreat Minutes – 8/28/2015
 - I.B.7-29 PROC Minutes on changing PR timeline
 - I.B.7-30 College Council Minutes Reflecting Approval of Change in PR Timeline – 12/19/2013, page 2
 - I.B.7-31 Professional Studies Spring 2014 CPR Report and Response
 - I.B.7-32 Senate Department Reorganization Study Report

I.B.8

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

Evidence of Meeting the Standard:

- The College leadership regularly disseminates information via the following venues:
 - Annual College Effectiveness Report to the LACCD Board of Trustees regarding the College's performance on the student outcome measures in the District Strategic Plan (DSP) (I.B.8-1).
 - The annual Mission Learning Report*, which documents the College's overall progress in improving student achievement and student learning at all levels through the outcomes cycle. The report is discussed in committee meetings and is posted on both the SLO and Institutional Effectiveness websites (I.B.8-2 through I.B.8-4).
 - Annual College Council Retreats serve to evaluate progress on Strategic Master Plan goals, identify strengths and weaknesses, and prioritize areas of focus for the next academic year (I.B.8-5).
 - Evaluation and assessment information updates on Flex Day, Spring into Spring, SLO Summits/Retreats, and town hall meetings (I.B.8-6 through I.B.8-9).
 - Annual performance report on the ISS*s at the Council of Instruction, EPC*, Academic Senate, and College Council (I.B.8-10 through I.B.8-14).
 - Annual strength/weaknesses/opportunities/threats (SWOT) analysis of the College's three divisions (instruction, student services, and administrative services) based on the major themes found in each division's Program Reviews. The SWOT reports are shared with PROC*, which synthesizes the information into an institution-level report. This report is used by College Council in setting annual College priorities (I.B.8-15 through I.B.8-20).
- The Office of Institutional Effectiveness (OIE*) collects and provides assessment and evaluation data which are made public on the College website via static and interactive reports (I.B.8-21).
- Assessment and evaluation data collected on learning and service area outcomes assessment, comprehensive Program Review* reports and validations, and all accreditation-related information are also prominently posted on the College's website (I.B.8-22 through I.B.8-25).

Analysis and Evaluation:

The College broadly communicates the results of its assessments and evaluations both internally and to the public. This information is disseminated through campus events, committee and town hall meetings, reports to the Board of Trustees, Program Review* reports, the Mission Learning Report*, and the College website.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.8-1	College Institutional Effectiveness Reports
I.B.8-2	2014 Mission Learning Report
I.B.8-3	Mission Learning Report Link on OIE Website
I.B.8-4	Mission Learning Report Link on SLO Website
I.B.8-5	College Council Retreat Agendas and Minutes
I.B.8-6	Flex Day Agendas
I.B.8-7	Spring into Spring Agendas
I.B.8-8	SLO Summits
I.B.8-9	Town Hall Meeting Videos and Presentations
I.B.8-10	Academic Senate Subcommittee Minutes – 12/9/2014
I.B.8-11	Council of Instruction Minutes – 3/4/2015
I.B.8-12	EPC Minutes – 3/16/2015
I.B.8-13	Academic Senate Minutes – 6/4/2015, page 6, 7th bullet
I.B.8-14	College Council Minutes – 6/18/2015, page 3
I.B.8-15	Vice Presidents' SWOT Reports to PROC
I.B.8-16	PROC Report to College Council: Institution-wide Program Review Themes
I.B.8-17	College Council Minutes – 5/21/2015, page 3
I.B.8-18	College Council Fall 2015 Retreat Minutes – 8/28/2015
I.B.8-19	College Council Fall 2015 Retreat Recommendations for Priority Setting Handout, page 1
I.B.8-20	LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.8-21	OIE Website
I.B.8-22	SLO Assessments and Reports Website
I.B.8-23	EPC CPR Reports and Validations
I.B.8-24	SSSC CPR Reports and Validations
I.B.8-25	Accreditation Website

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-

and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER19)

Evidence of Meeting the Standard:

Continuous and systematic evaluation of the College's success in accomplishing its mission and improving institutional effectiveness and academic quality occurs across the institution. Such evaluation informs a continuous, broad-based planning process:

- OIE* serves as the center for research and evaluation at the College and is actively involved in the implementation and continuous improvement of a comprehensive, systematic program of research, evaluation, and assessment of College processes and effectiveness at all levels (I.B.9-1), (I.B.9-2).
- Program Review* (PR) serves as the primary instrument for program-level evaluation, short- and long-term planning, and allocation of human, physical, technology, and financial resources. It is a campus-wide process aimed at improvement of institutional effectiveness, academic quality, and accomplishment of the College Mission Statement (I.B.9-3).
 - The College's PR cycle includes both annual reports and in-depth comprehensive reports every three years. Each program or unit completes an annual self-evaluation based on evidence, including student academic and/or unit performance, outcomes assessment, changes designed to improve student learning (based on prior years' outcomes assessments), and improvements in student learning as a result of the changes made (I.B.9-4).
 - Each program develops objectives in PR to improve its own effectiveness based on its self-evaluation, each of which must be aligned with one or more of the College's strategic goals, which, in turn, are aligned with the College Mission Statement (I.B.9-5).
 - The annual Program Reviews are examined and evaluated by the appropriate division's deans and/or Vice President, who then provide feedback to the chairs/supervisors (I.B.9-6).
 - In addition, the Vice President of each College division summarizes that division's annual PR unit assessments into an overall SWOT (strengths, weaknesses, opportunities, threats) report to PROC*. PROC then synthesizes the information from the Vice Presidents' reports into an institution-level report to College Council, which identifies common themes and recommendations for institutional improvement. College Council takes these recommendations into account when setting the College's annual priorities (I.B.9-7 through I.B.9-12).
 - Every three years, programs/units complete a more in-depth Comprehensive Program Review (CPR) and validation process. Academic disciplines must complete a three-year plan for improvement as part of their CPR. Upon completion, each program's/unit's performance and planning are discussed with the Educational Planning Committee (for academic disciplines) or Student Support Services Committee (for the student services division). Those committees then submit a formal response, including recommendations and commendations, to each program/unit. PROC* has been in discussions about a format/process for CPR in the Administrative Services division as well (I.B.9-13 through I.B.9-19).
 - Program Review* is the initial step in requesting the allocation of financial resources as well as the primary avenue whereby resource allocations are directly

tied to planning. All new requests for funding (whether for educational programs, support services, or human, physical, technological, or other financial resources) must originate in PR and be tied to a PR objective. The budget requests made in Program Review are prioritized by the appropriate administrative division and are then reviewed by the relevant shared governance committee before being forwarded to the Budget and Planning Committee (BPC) for final prioritization (which uses an established process for prioritization) and recommendation to College Council (I.B.9-3), (I.B.9-20 through I.B.9-23).

- Each program/unit can request the short- and long-range human resources needed (including faculty, staff, and administrative) to better provide service and enhance institutional effectiveness in PR. Requests for faculty hires also go through review and prioritization by the Faculty Hiring Prioritization Committee (I.B.9-20), (I.B.9-24 through I.B.9-26).
- The College reviews its physical resource needs on an annual basis through the Facilities Planning Committee and via PR. Requests for increased space, additional equipment, and/or other physical resources are considered during these reviews and are prioritized by means of the resource allocation process. The scheduled maintenance and Five-Year Construction Plan (SMSR 5YP) is updated annually and guides the multi-year facilities maintenance program (I.B.9-20), (I.B.9-27), (I.B.9-28).
- New technology funding requests also must originate in PR. Funding requests are guided by the Technology Master Plan and the Technology Replacement Plan (which includes a comprehensive set of budgetary recommendations for technology that is acquired through both grant funding and the College's general fund) which includes the short- and long-term costs to maintain, upgrade, and support the College's technology infrastructure (I.B.9-20), (I.B.9-29), (I.B.9-30).
- The College also engages in campus-wide evaluation and planning on a regular basis through its master plans and other plans/activities as required by the State (e.g., Student Equity Plan, Student Success and Support Program Plan) and external initiatives (e.g., Achieving the Dream). The shared governance and other committees responsible for these plans provide a direct avenue for all constituents to voice opinions and provide recommendations on the College's planning processes (I.B.9-31 through I.B.9-35).
- College Council Retreats provide a venue to evaluate the College's overall performance by reviewing the various master plans and data on the Strategic Master Plan (SMP) performance measures. College Council subsequently recommends steps to improve institutional effectiveness (I.B.9-12), (I.B.9-36).

Analysis and Evaluation:

LAMC's campus-wide Program Review* (PR) process enables the College to monitor the implementation of program/unit objectives, evaluate contributions made toward meeting the College strategic goals, and evaluate institutional progress in improving student learning and achievement. This is an important way in which the College maintains institutional effectiveness and quality and plans for short- and long-range needs. PR is also the main mechanism by which requests for technology, physical resources, personnel, and other financial resources are made, and these requests

go through a thorough prioritization process in each division before final prioritization by the BPC and recommendation to College Council. Resource requests are prioritized to most effectively benefit students and support their learning. In this way, this integrated process of Program Review, planning, and resource allocation supports attainment of the College Mission Statement, which is focused on student success (I.B.9-3 through I.B.9-5) and (I.B.9-13 through I.B.9-23).

Broad-based evaluation and planning also occurs in shared governance and other committees and is supported by the OIE*. All campus constituents are represented on the College's shared governance committees. Furthermore, the committee structure at the College provides a direct avenue for campus members to participate in planning processes (I.B.9-1), (I.B.9-2), (I.B.9-31).

The College's various planning documents, such as its master plans and plans supporting particular initiatives, are aligned with the SMP, address the institution's short- and long-term needs in specific areas, and help guide how funds allotted to those areas are spent. These plans are reviewed and evaluated on a regular basis. The annual College Council retreat provides an opportunity to evaluate these plans in the context of the College's Mission and strategic priorities (I.B.9-28), (I.B.9-31 through I.B.9-36).

Planning processes at the College are sound but their implementation could be improved upon. Specifically, the alignment of the multitude of planning documents with the College's SMP has proved to be a challenge and has caused confusion across the campus. Indeed, according to the LAMC Fall 2014 Faculty/Staff Survey, less than half of respondents (45 percent) agreed or strongly agreed that "The College's planning and resource allocation process is clearly defined," and another 36 percent of respondents selected "neither agree nor disagree" for this statement, perhaps reflecting their lack of knowledge and/or awareness in this area (I.B.9-37). The consolidation of some plans into one document would simplify the overall planning process, allow for improved integration across the three divisions of the College, and facilitate the evaluation of the efficacy of resource allocations as they relate to student achievement and success. Furthermore, the complexity of the College's current planning processes and timelines have made alignment to each other and to Accreditation Standards challenging. (This topic will be further explored in the Quality Focus Essay.)

ACTIONABLE IMPROVEMENT PLAN

Beginning in spring 2016, the College will improve the integration of its planning processes and documents as described in the QFE.

In addition, beginning in spring 2017, the Budget and Planning Committee will integrate assessment of the effectiveness of allocated resources by requiring all fund recipients to conduct and submit an evaluation on the efficacy of the expenditures in meeting the objectives of the program. This evaluative process will help close the loop on integrated planning.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.9-1	OIE Website
I.B.9-2	OIE Research Calendar
I.B.9-3	Annual Program Review Cycle Diagram
I.B.9-4	Selected Program Review Examples
I.B.9-5	Program Review Template for Creating a Program Objective
I.B.9-6	Deans' Program Review SWOT Analyses
I.B.9-7	Vice Presidents' SWOT Reports to PROC
I.B.9-8	PROC Report to College Council: Institution-wide Program Review Themes
I.B.9-9	College Council Minutes – 5/21/2015, page 3
I.B.9-10	College Council Fall 2015 Retreat Minutes – 8/28/2015
I.B.9-11	College Council Fall 2015 Retreat Recommendations for Priority Setting Handout, page 1
I.B.9-12	LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.9-13	Academic CPR Cycle 2013-2016
I.B.9-14	Academic CPR Validation Rubric
I.B.9-15	EPC CPR Reports and Validations
I.B.9-16	Student Services 3-Year CPR Cycle Chart
I.B.9-17	Student Services CPR Validation Rubric
I.B.9-18	Student Services CPR Reports and Validations
I.B.9-19	PROC minutes reflecting discussion of Admin. Services CPRs
I.B.9-20	Program Review Template for Creating a Resource Request
I.B.9-21	Resource Request Rubric for Prioritization by BPC
I.B.9-22	BPC Overbase Request Prioritization Tally Sheet
I.B.9-23	College Council Action Item on Overbase Rankings
I.B.9-24	Program Review Screen on Staffing
I.B.9-25	FHPC Application
I.B.9-26	FHPC Ranking Criteria
I.B.9-27	Facilities Planning Committee Website
I.B.9-28	SMSR Five-Year Plan
I.B.9-29	Technology Master Plan
I.B.9-30	Technology Replacement Plan
I.B.9-31	College Planning Documents Website with links to Master Plans
I.B.9-32	Student Equity Plan
I.B.9-33	Student Success and Support Program Plan
I.B.9-34	Essential Skills Committee Website
I.B.9-35	Achieving the Dream Committee Website
I.B.9-36	College Council Retreat Agendas and Minutes
I.B.9-37	LAMC Fall 2014 Faculty/Staff Survey Results, page 15

I.C. INSTITUTIONAL INTEGRITY

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

I.C.1

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

Evidence of Meeting the Standard:

- The current Mission Statement is published on the College website, schedule of classes, and catalog (I.C.1-1),(I.C.1-2),(I.C.1-3).
- A comprehensive list of learning outcomes (ILOs, PLOs, SLOs, SAOs) is available on the SLO website (I.C.1-4).
- ILOs and PLOs are listed in the College catalog and on departmental and discipline websites (I.C.1-5),(I.C.1-6), (I.C.1-7).
- SAOs are posted on the Student Services Support Committee website and its units websites (I.C.1-8 through I.C.1-11).
- SLOs are included in all syllabi and CORs (I.C.1-12 through I.C.1-15).
- The OIE website, as well as the State Chancellor's scorecard, provide accurate and current information on student achievement (I.C-16).
- Faculty and discipline websites are updated on a regular basis (I.C.1-17a-d).
- The College catalog and schedule of classes provide accurate information on course offerings, educational programs and student support services (I.C.1-18),(I.C.1-19).
- The schedule of classes outlines essential information for distance education* courses (I.C.1-20).
- The College's accreditation status is accurately listed in the College catalog and published online (I.C.1-21),(I.C.1-22).
- The Academic Affairs dean in charge of curriculum oversees the College catalog and schedule (I.C.1-23).

Analysis and Evaluation:

The College catalog, schedule of classes, and Distance Education website are reviewed to ensure that information on course offerings and educational programs are accurate. The academic dean overseeing curriculum regularly reviews the College catalog and schedule of classes for accuracy (I.C.1-23).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.1-1	LAMC Website
I.C.1-2	Fall 2015 Schedule of Classes
I.C.1-3	LAMC Catalog
I.C.1-4	SLO Website
I.C.1-5	LAMC Catalog
I.C.1-6	Math Discipline Website
I.C.1-7	Administration of Justice Discipline Website
I.C.1-8	SSSC Website
I.C.1-9	Counseling Website SAO
I.C.1-10	DSP&S Website SAO
I.C.1-11	EOP&S Website SAO
I.C.1-12	Sample of Syllabi Art
I.C.1-13	Sample of Syllabi Biology
I.C.1-14	Screenshot of COR CAOT SLO
I.C.1-15	Screenshot of COR PSY SLO
I.C.1-16	OIR Website
I.C.1-17a	Faculty Website
I.C.1-17b	Faculty Website
I.C.1-17c	See I.C.1-7
I.C.1-17d	Sociology Discipline Website
I.C.1-18	2015-2016 LAMC College catalog
I.C.1-19	Fall 2015 Schedule of Classes
I.C.1-20	Fall 2015 Schedule of Classes, page 2
I.C.1-21	LAMC Catalog Accreditation Statement
I.C.1-22	Accreditation Website
I.C.1-23	Dean of Academic Affairs Job Description

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20)

Evidence of Meeting the Standard:

- The College catalog is available in print and electronic formats and provided in a number of campus venues (I.C.2-1),(I.C.2-2).
- The College catalog is reviewed annually for accuracy by the Dean of Academic Affairs with the support of the Curriculum Committee chair and academic scheduler (I.C.2-3)
- The College catalog meets the requirements as described by ER20 (I.C.2-4).

Analysis and Evaluation:

After the Dean of Academic Affairs and the Curriculum Committee validate curriculum modifications, all department chairs review their respective catalog sections for accuracy, updates, and corrections. An updated catalog is printed annually and contains the latest information on college degrees and programs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- I.C.2-1 Academic Affairs Scheduler Emails
- I.C.2-2 LAMC Website
- I.C.2-3 Academic Affairs Dean Job Description
- I.C.2-4 LAMC Catalog

I.C.3

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

Evidence of Meeting the Standard:

- The College collects a wide variety of student learning and achievement data on course performance, completion, retention transfer and persistence rates and publishes it on the OIE* and SLO websites (I.C.3-1),(I.C.3-2).
- Assessment data are disaggregated by student demographic characteristics (I.C.3-3).
- Assessment results are communicated to shared governance committees, department chairs, administrators, and faculty, and to the campus and the public through a variety of methods such as committee meetings (e.g. Council of Instruction and the Academic Senate) and the College website (I.C.3-4),(I.C.3-5),(I.C.3-6).

Analysis and Evaluation:

OIE* is responsible for conducting institutional research and developing information in support of accountability, assessment, unit assessment, planning, and accreditation. OIE* regularly meets with various college constituencies to disseminate the results of assessments and to provide training (I.C.3-7).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- I.C.3-1 OIR Website
- I.C.3-2 SLO Website
- I.C.3-3 Student Disaggregated Data
- I.C.3-4 Academic Senate Minutes – 9/3/2015
- I.C.3-5 Council of Instruction Minutes – 2/11/2015

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- I.C.3-6 LAMC website
I.C.3-7 LOAC Minutes – 5/26/2015

I.C.4

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

Evidence of Meeting the Standard:

- The College describes its certificates and degrees in the College catalog and discipline specific websites (I.C.4-1), (I.C.4-2).
- Faculty are required to provide a course syllabus, which includes SLOs, to all students. (I.C.4-3).
- The College verifies that individual sections adhere to the course SLOs by enforcing the published outcomes assessment cycles (I.C.4-4), (I.C.4-5).

Analysis and Evaluation:

The College disseminates information on its degrees and certificates in an accurate and clear form. The purpose, content, course requirements, and learning outcomes for each program are described in the College catalog and on its website (I.C.4-1),(I.C.4-2).

Information such as the required and elective courses for each program, degree or certificate, course prerequisites, co-requisites, and advisories, the required number of units for each major, the general education requirements, and transfer-specific information are readily available to students on the College's website and in the catalog (I.C.4-1).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- I.C.4-1 LAMC Catalog
I.C.4-2 Screen Shots of Discipline Websites
I.C.4-3 Required Syllabus as Stated in the Basic Faculty Evaluation
I.C.4-4 SLO Assessment Schedule
I.C.4-5 Council of Instruction Minutes – 3/4/2015

I.C.5

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

Evidence of Meeting the Standard:

- The College publishes its institutional policies, procedures, mission, programs and services in its catalog (I.C.5-1).
- The College, following the established shared governance processes, regularly reviews the Mission Statement, institutional policies, procedures and publications (I.C.5-2).

Analysis and Evaluation:

The shared governance committees regularly review the College Mission, policies, and procedures and make recommendations to College Council. In addition, the Academic Senate, in alignment with Title 5 requirements, develops and reviews policies related to academic and professional matters. Changes to college-wide policies and procedures are disseminated during College Council and Academic Senate meetings, and websites updated to reflect all changes (I.C.5-3), (I.C.5-4).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- | | |
|---------|------------------------------------|
| I.C.5-1 | LAMC Catalog |
| I.C.5-2 | College Council Minutes – 2/4/2014 |
| I.C.5-3 | Academic Senate Minutes – 9/3/2015 |
| I.C.5-4 | EPC Minutes – 3/2/2015 |

I.C.6

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

Evidence of Meeting the Standard:

- The College catalog details all student costs, including tuition and all associated fees (I.C.6-1).
- Textbook and other instructional supplies and materials costs are available on the Eagles' Landing Student Store website (I.C.6-2).
- A dedicated website, designed to provide resources to Distance Education* students, includes information pertaining to the cost of education (I.C.6-3).
- As required by Title IV, the College has a Net Price Calculator (NPC) linked from the Financial Aid and Scholarships website (I.C.6-4).

Analysis and Evaluation:

The College accurately informs current and prospective students of all tuition and fees and provides resources for estimating the total cost of education.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- | | |
|---------|------------------------------------|
| I.C.6-1 | LAMC Catalog, page 20 |
| I.C.6-2 | Eagles' Landing Bookstore Website |
| I.C.6-3 | Financial Aid Website |
| I.C.6-4 | Financial Aid Net Price Calculator |

I.C.7

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

Evidence of Meeting the Standard

- LACCD Board Rule 15002 establishes academic freedom for faculty (I.C.7-1).
- Article 4 of the 2014-2017 LACCD Faculty Guild collective bargaining agreement ensures the rights of faculty to freely pursue knowledge and “to guarantee the freedom of learning to the students.” (I.C.7-2).
- The College Academic Senate Faculty Ethics statement states: “As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” (I.C.7-3).

Analysis and Evaluation:

Academic freedom is supported by LACCD Board Rule 15002, the faculty collective bargaining agreement, and the Academic Senate Faculty Ethics Statement.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- | | |
|---------|---|
| I.C.7-1 | LACCD Board Rule 15002 College Catalog, page 67 |
| I.C.7-2 | 2014-2017 LACCD and AFT Faculty Guild Collective Bargaining Agreement |
| I.C.7-3 | LAMC Senate Faculty Ethics Statement |

I.C.8

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

Evidence of Meeting the Standard:

- The College publishes clear policies and procedures regarding academic honesty in the College catalog and schedule of classes (I.C.8-1),(I.C.8-2).
- The LACCD Board Rule 9803 sets standards of conduct that include student behavior and academic honesty (I.C.8-3).
- The LACCD Board Rule 91101 describes the consequences for academic dishonesty (I.C.8-4).
- The Academic Senate Faculty Ethics Statement is published in the College catalog and on the Academic Senate website (I.C.8-5).

- The College Code of Conduct is included as part of each shared governance committee charter (I.C.8-6).
- As part of the shell review process in approving an online class, both DE* and the Curriculum* Committees require, through a standard annotated rubric, that faculty provide a plagiarism statement in their online courses (I.C.8-7).

Analysis and Evaluation:

The LACCD Board of Trustees' expectations of student conduct are outlined in Board Rules 9803-9806 (I.C.8-3). These policies are published in the College catalog and schedule of classes (I.C.8-1),(I.C.8-2).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.8-1	LAMC Catalog, page 36
I.C.8-2	Fall 2015 Schedule of Classes, pages 50-51
I.C.8-3	LACCD Board Rule 9803
I.C.8-4	LACCD Board Rule 91101
I.C.8-5	Faculty Ethics Statement
I.C.8-6	LAMC Code of Conduct
I.C.8-7	DE Shell Rubric

I.C.9

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

Evidence of Meeting the Standard:

- Faculty are evaluated by their peers according to the COR* departmental standards and SLOs (I.C.9-1).
- Student evaluations enable face-to-face and distance education students to report on a faculty member's ability to present fair and objective course content (I.C.9-2).

Analysis and Evaluation:

In exhibiting teaching excellence, faculty present relevant information and data while clearly distinguishing between personal conviction and professional views accepted by the discipline.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.9-1	Faculty Evaluation Form
I.C.9-2	Student Evaluation Form

I.C.10

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

Los Angeles Mission College is recognized as a public institution of higher education and as such, is precluded from requiring conformity with any codes of conduct other than those published in the College catalog and prohibited from instilling specific beliefs or world views.

This standard is inapplicable to Los Angeles Mission College.

I.C.11

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

Los Angeles Mission College does not operate outside of the United States.

I.C.12

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

Evidence of Meeting the Standard:

- Substantive materials pertaining to previous accreditation cycles are archived in the College's Library (I.C.12-1).
- The College has created a dedicated website that references and links to ACCJC-related documents (I.C.12-2).

Analysis and Evaluation:

The College has continuously complied with all Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, since first accredited in 1975.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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|----------|--|
| I.C.12-1 | Library Screen Shot Archived Accreditation Materials |
| I.C.12-2 | Accreditation Website |

I.C.13

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

Evidence of Meeting the Standard:

- The College submits annual reports on SSSP, EOP&S, DSPS and basic skills services to state and federal agencies (I.C.13-1),(I.C.13-2).
- The College also submits federal and state reports on financial aid and related services (I.C.13-3a-b).
- Students, employees, and the general public are informed of the accreditation status of the College through the College catalog and website. All ACCJC accreditation information is only one click away from the College's main web page (I.C.13-4),(I.C.13-5).

Analysis and Evaluation:

The College demonstrates honesty and integrity in its relationships with numerous federal, state, and local agencies by reporting to these agencies in a timely and accurate manner. Some of these agencies include the California Community College Chancellor's Office, the U.S. Department of Education, and grant agencies. The College also complies with state and federal accountability requirements for Career Technical Education (CTE) programs.

The ACCJC Certificate of Accreditation is prominently displayed in several offices and buildings on campus.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- | | |
|-----------|-----------------------------------|
| I.C.13-1 | EOP&S Annual Report |
| I.C.13-2 | DSP&S Annual Report |
| I.C.13-3a | Federal Reports for Financial Aid |
| I.C.13-3b | State Reports for Financial Aid |
| I.C.13-4 | Accreditation Website |
| I.C.13-5 | LAMC Website |

I.C.14

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

Evidence of Meeting the Standard:

- The College is a publicly funded, open-access, not-for-profit institution; student achievement and student learning are central to LAMC's mission (I.C.14-1).
- The College's Mission Statement is the foundation for institutional planning and serves as a guide for the College Strategic Master Plan (SMP) (I.C.14-2).

Analysis and Evaluation:

The College has established student learning programs and services that are aligned with the institution's purpose and character and meet the needs of its student population. The Educational Master Plan supports the core educational goals of the Mission Statement (I.C.14-1),(I.C.14-2).

The College is a not-for-profit institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the LACCD Board of Trustees and closely monitored by the College President, as well as by other senior managers and units of the LACCD.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- I.C.14-1 LAMC Mission Statement
- I.C.14-2 Strategic Master Plan

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

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

II.A. INSTRUCTIONAL PROGRAMS

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

II.A.1

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

Evidence of Meeting the Standard:

- Mission's instructional program offerings are consistent with the components of the College's Mission Statement (II.A.1-1), as indicated below.
 - Transfers to four-year institutions are supported through articulation agreements, Transfer Model Degrees, IGETC agreements with the UC system, CSU transfer agreements, and the honors program (II.A.1-2a-e).
 - The preparation for successful careers in the workplace is established through the College's rich programs in Career Technical Education (CTE) fields. Various AA degrees, Certificates of Achievement, and Certificates of Accomplishment (II.A.1-1), (II.A.1-2), (II.A.1-3), are reviewed routinely with input from advisory boards, ensure the concurrence of the College's offerings with industry standards and job market demands (II.A.1-4a-c). The College also utilizes various metrics, such as the CTE Outcome Survey, the Perkins Rate, and the Gainful Employment Page to remain up to date and relevant in the workforce development of the communities it serves (II.A.1-5), (II.A.1-6), (II.A.1-7).
 - The improvement of basic skills is sustained by courses in pre-collegiate mathematics (arithmetic, pre-algebra, elementary and intermediate algebra), each offered in a

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- variety of formats and lengths, noncredit ESL, English fundamentals, credit ESL, developmental communication, and GED preparation (II.A.1-8), (II.A.1-9), (II.A.1-10). To solidify basic skills preparation and facilitate a smooth transition to college-level coursework for incoming students, the Summer Bridge Program, as part of the First-Year-Experience (FYE), offers preparation for placement tests in English and mathematics. The College monitors its effectiveness by way of the Chancellor's Office basic skills tracking tool (II.A.1-11), (II.A.1-12).
- The development of critical thinking and lifelong learning is monitored through a rigorous curriculum process and the development, appraisal, and review of Student Learning Outcomes* (SLOs) in a variety of courses across multiple disciplines that include a problem solving component (II.A.1-13), (II.A.1-14). In addition to the faculty-driven processes in curriculum and SLO* assessments, students are invited to assess their own progress in achieving five of the seven ILOs, including problem solving (II.A.1-15).
 - The improvement of the diverse communities served by the College is demonstrated through the institution's ongoing commitment to community courses in physical education and culinary arts, as well as Citizenship and GED preparation. Noncredit English courses have been invaluable in strengthening the community's employment prospects and in integrating the immigrant population into the fabric of society. The Child Development Center, while serving as a practicum laboratory for child development students, offers affordable, accessible, and high quality childcare to the community (II.A.1-16 through II.A.1-19).
 - The College ensures that its instructional programs remain appropriate to higher education by means of its course outlines, exit standards, and Institutional Learning Outcomes* (ILOs):
 - Course Outlines of Record* (CORs) in all programs are reviewed and approved by the State Chancellor's Office and are comparable in breadth, depth, and distribution of units with the content and expectations of equivalent courses in colleges and universities (II.A.1-20).
 - The College Curriculum Committee ensures that all course and program offerings align with the stated mission of the College and are reviewed on a regular basis (II.A.1-13).
 - Exit standards in each course, in disciplines with sequential courses (biology, chemistry, English, mathematics, and physics, to name a few) correspond to the entry standards/prerequisites of the next course in the sequence (II.A.1-2 through II.A.1-25).
 - ILOs* address and measure the attributes and skill sets expected in higher education. ILOs* are embedded in the College's various programs and ensure the preparation of students for transfer or the work force (II.A.1-26), (II.A.1-27), (II.A.1-28). The Curriculum Committee and Distance Education* (DE) Committee evaluate and ensure that programs and courses offered online are aligned with the mission of the College and are appropriate to higher education (II.A.1-13), (II.A.1-29).
 - All instructional programs culminate in student attainment of identified SLOs*:
 - Regular and rigorous assessment cycles lead to continuous improvement in student learning at the course, program, and institutional levels (II.A.1-30).
 - Semi-annual department SLO/PLO* reports on assessment, implementation, and modification of SLOs* provide an opportunity for expert faculty to monitor student development and realignment of the curriculum with the desired outcomes (II.A.1-31).

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- Instructional programs lead to the achievement of degrees, certificates, employment, or transfer to other higher education programs:
 - Data on achievement, Transfer Model Curricula, and CTE certificates are closely monitored and benchmarked according to Institution-Set Standards* (ISSs) for student achievement (II.A.1-32).
 - The College utilizes various metrics such as successful course completion and retention, fall-to-fall persistence, degree and certificate attainment, and transfer to the CSU and UC systems to measure its instructional programs effectiveness in granting degrees and certificates, or facilitating transfer (II.A.1-33).
 - The College has entered into a Transfer Alliance/Honors Program (TAP) with UCLA and maintains Transfer Admissions Guarantee (TAG) agreements with six UC's for fall 2016 (II.A.1-34),(II.A.1-35).

Analysis and Evaluation:

The preparation for transfer is supported by the thirteen (13) Transfer Model Curriculum (TMC) degrees, Plans A and B for associate degrees, and general education transfer agreements with the UC and CSU systems (II.A.1-2b). To further facilitate the transition to junior-level coursework in transfer institutions, the College offers an honors program as well as rigorous discipline-specific course sequences commensurate in depth and breadth with freshman and sophomore offerings in colleges and universities.

The transfer data report indicates a steady rise in the number of transfers to four-year institutions between 1997 and 2014, with a peak of 415 transfers in 2011-12. The total transfer number of 332 for 2013-14 does not take into account in-state private and out-of-state transfers, thus appearing lower than prior years, which did include those transfers (II.A.1-33).

To prepare students for successful careers in the workplace, the College offers degrees, certificates of achievement, and skill certificates in a variety of high demand career and technical education fields (II.A.1-7). The College regularly monitors job market demands and stays abreast of industry standards through career and technical education advisory boards and a rigorous, regular review of its curricula (II.A.1-4a-d). Perkins Core indicators, established by the State Chancellor's Office in skill attainment, total completions, persistence and transfer, employment, non-traditional participation, and non-traditional completion serve as benchmarks and allow the College to compare itself with similar institutions and track overall student success (II.A.1-6).

The College maintains a deep commitment to basic skills instruction by scheduling a significant number of courses in pre-collegiate mathematics, noncredit and credit ESL, developmental communication, and GED preparation.

Courses are often offered in a variety of lengths and formats to fit student needs and backgrounds. Auxiliary programs, such as the Summer Bridge in the First-Year-Experience (FYE), prepare basic skills students with placement tests in English and mathematics.

The fourth component of the College's Mission, the development of critical thinking (problem solving) and lifelong learning, is supported by a vast number of courses. The

commitment to lifelong learning is inherent in the open door policy for students of all ages and backgrounds, and community courses. In addition to promoting learning in a formal setting for all stages of life, the College strives to develop lifelong, independent learners. To that end, it regularly surveys students and invites them to assess their ability to learn effectively on their own (II.A.1-15).

The fifth and final component of the College Mission relates to the improvement of the diverse communities it serves. The College achieves this goal through a variety of means, namely, community classes in physical education and culinary arts, a state-of-the-art Fitness Center (open for a nominal fee to all), citizenship and GED preparation courses, and a Child Development Center. The Arts, Media, and Performance building, currently under construction, will house a theater intended to bring cultural events and performances to the public.

The institution ensures that its programs and services are of high quality and appropriate to an institution of higher education. College programs are designed to culminate in the attainment of SLOs*, PLOs*, ILOs*, degrees, certificates, employment, and/or transfer to higher education programs (II.A.1-13), (II.A.1-29), (II.A.1-30), (II.A.1-31).

Results of a fall 2014 survey show that the vast majority of faculty, both full-time and adjunct, use a variety of styles in their teaching (II.A.1-36). Technology is supported by smart classrooms and the utilization of Etudes, the current learning management system. In addition, the College's expanding DE* offerings undergo a rigorous approval process and are commensurate in content and rigor with face-to-face sections (II.A.1-29). The College does not offer correspondence education courses.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.1-1	LAMC Mission Statement
II.A.1-2a	Assist.org Website
II.A.1-2b	LAMC Catalog, page 82
II.A.1-2c	IGETC Form
II.A.1-2d	CSU/GE Form
II.A.1-2e	Honors Program Website
II.A.1-3	CTE Website
II.A.1-4a	AJ Advisory Board Minutes
II.A.1-4b	Business Advisory Board Minutes
II.A.1-4c	Paralegal Advisory Board Minutes
II.A.1-5	CTE 2014 Outcomes Survey
II.A.1-6	OIE Student Achievement/Perkins Website
II.A.1-7	CTE Careers Website
II.A.1-8	Math Flow Chart Website
II.A.1-9	English Flow Chart College catalog, page 120
II.A.1-10	ESL Flow Chart College catalog, page 122
II.A.1-11	Summer Bridge Program

II.A.1-12	LAMC 2014 Student Success Scorecard
II.A.1-13	Curriculum Committee Approval Process Website
II.A.1-14	Screenshot Sample of COR
II.A.1-15	LACCD 2014 Student Survey Q25H
II.A.1-16	Athletic Center Website
II.A.1-17	Culinary Arts Website
II.A.1-18	Non-Credit Website
II.A.1-19	Child Development Website
II.A.1-20	California State Chancellor's Office Website
II.A.1-21	Biology Prerequisite Addendum Form
II.A.1-22	Chemistry Prerequisite Addendum Form
II.A.1-23	English Prerequisite Addendum Form
II.A.1-24	Mathematics Prerequisite Addendum Form
II.A.1-25	Physics Prerequisite Addendum Form
II.A.1-26	Sample of COR ILO
II.A.1-27	Sample of COR ILO
II.A.1-28	Sample of COR ILO
II.A.1-29	DE Website
II.A.1-30	SLO Website
II.A.1-31	SLO Status Reports
II.A.1-32	2014 Mission Learning Report
II.A.1-33	OIE Student Achievement Website
II.A.1-34	LAMC Honors Program Website
II.A.1-35	Transfer Center Website
II.A.1-36	Fall 2014 Faculty Survey

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidences of Meeting the Standard:

- Contents and methods of instruction meet generally accepted academic and professional standards and expectations:
 - All CORs* are updated at least every six years as required by the State Chancellor's Office. CTE courses, in particular, are reviewed every two years and updated as necessary to remain relevant to job market demands (II.A.2-1).
 - All instructor syllabi include the mandated standards set forth by the LACCD Board of Trustees and are posted online (II.A.2-2).
 - The faculty evaluation process, as outlined by the Guild Collective Bargaining Agreement, requires faculty participation in the assessment of SLOs* (II.A.2-3 See also Standard III.A, section 5).

- Viability studies* provide a tool for the College to review and sunset its programs (II.A.2-4).
- Mechanisms that help ensure the quality and improvement of instructional programs and services include the oversight of the Educational Planning Committee* (EPC), the Program Review* process, the curriculum* approval process, participation in statewide initiatives such as SB1440, the establishment of advisory committees for CTE courses/programs, online SLO* database, Program Learning Outcomes* (PLOs), ILOs*, Service Area Outcomes (SAOs), the DE* Committee, labor market scans, assessments of student achievement, support resources for honor and transfer students, and surveys of student learning differences (II.A.2-5 through II.A.2-15).
- The improvement of teaching and learning strategies is supported by a range of professional development activities, many of which are provided and/or funded by the Eagle's Nest, the Professional and Staff Development Committee, the Professional Growth Committee, LAMC Faculty Academy, LACCD's Faculty Teaching and Learning Academy (FTLA), and academic departments (II.A.2-16 through II.A.2-21).
- Flex Days and the District Academic Senate Summit are important events for exchanging information about pedagogical skills, academic standards, and program improvement. In addition to opportunities provided by the College, several faculty members participate in the annual District Faculty Teaching Learning Academy (FTLA) (II.A.2-22 through II.A.2-25).
- Faculty are routinely invited to participate in pedagogy workshops and Etudes trainings organized by the Eagles' Nest (II.A.2-26).

Analysis and Evaluation:

The approval of CORs* by the State Chancellor's Office, articulation agreements, learning outcomes assessments, Program Review*, adherence to statewide minimum qualifications and Faculty Service Areas (FSA), advisory boards for CTE courses and programs, and numerous opportunities for faculty development ensure the consistency of the College's offerings with generally accepted academic and professional standards and expectations.

The content and methods of instruction are primarily substantiated through CORs* and monitored by the Curriculum* Committee. Learning outcomes and assessment cycles are established for each course, program, certificate and degree and course SLOs* are assessed at least every three years.

The Program Review Oversight Committee* (PROC) oversees the Program Review* process for all units. Program Review* supplies a framework for the systematic evaluation and continuous improvement of instructional courses, programs, and directly related services.

The College's Faculty Academy offers seminars on pedagogical practices and college policy and procedures. The Eagle's Nest, the College's Center for faculty professional development, offers a variety of online and print resources for all instructors. Training in online pedagogy and use of Etudes are also available to all faculty. All of these professional development tools contribute to improving teaching as well as learning strategies and promote student success.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.2-1	Academic Senate Curriculum Report
II.A.2-2	LACCD Board Rule
II.A.2-3	Faculty Evaluation Form
II.A.2-4	Program Viability Process
II.A.2-5	EPC Website
II.A.2-6	Program Review Website
II.A.2-7	Curriculum Website
II.A.2-8	College catalog, page 82
II.A.2-9	Refer to II.A.1-4a-d
II.A.2-10	SLO Website
II.A.2-11	DE Committee Website
II.A.2-12	OIE Student Achievement Website
II.A.2-13	Honors Program Website
II.A.2-14	Transfer Center Website
II.A.2-15	Student Survey
II.A.2-16	Eagles Nest Website
II.A.2-17	Professional and Staff Development Website
II.A.2-18	Professional Growth Website
II.A.2-19	LAMC Faculty Academy
II.A.2-20	FTLA
II.A.2-21	AJ Email
II.A.2-22	2015 Flex Day Agenda
II.A.2-23	2014 Flex Day Agenda
II.A.2-24	District Academic Senate Minutes
II.A.2-25	FTLA Academy
II.A.2-26	Etudes Training Workshop

II.A.3

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

Evidence of Meeting the Standard:

- The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using the following established institutional procedures:
 - The SLO online management system houses all course and program assessments and provides submission and tracking tools for faculty. (II.A.3-1).
 - SLO, PLO, ILO assessment is on a three-year cycle. Systematic and on-going assessment has been occurring and posted on the online system since 2010. The first round of assessment began in 2007 (II.A.3-2) (II.A.3-3).

- Between spring 2007 and fall 2015, 556 SLOs have more than one assessment and 610 SLOs have Follow-up Reports filed (II.A.3-4).
- The Learning Outcomes Assessment Committee* (LOAC) maintains the master assessments schedule on its website (II.A.3-5).
- Department chairs' semi-annual reports provide opportunities for discipline faculty to reexamine their courses and learning outcomes and engage in data analysis (II.A.3-6).
- Improvements have been implemented as a result of many SLO and PLO assessments, such as requesting additional tutoring be made available to students. The College has contracted with NetTutor, a comprehensive online tutoring service available to all LAMC students, which includes on-campus and online (cross reference II.B.1-15).
- The institution maintains state-approved CORs* in its Electronic Curriculum Development (ECD) database. Learning outcomes are integrated in the curriculum* approval process for all courses, certificates, and degrees. SLOs and PLOs are included in the official approved COR* and Program Approval Form (II.A.3-7),(II.A.3-8), (II.A.3-9), (II.A.3-10).
- Every student in every course section receives a course syllabus that includes the same SLOs* that are reflected in the COR* (II.A.3-11),(II.A.3-12).

Analysis and Evaluation:

The College has established a comprehensive procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates and degrees. All SLOs*, PLOs*, certificates, and ILOs* are assessed on a rotating three-year cycle. Furthermore, the curriculum* review process ensures the systematic inclusion of SLOs* on all active CORs* (II.A.3-7). The College is currently at 100 percent compliance in the assessment of all its PLOs*/ILOs and course SLOs*.

Course syllabi are disseminated to students in hard copy or online formats and incorporate relevant SLOs*. The assessment of learning outcomes, expected of all faculty, under the contract, is included in performance evaluations.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.3-1	SLO Website
II.A.3-2	Live SLO, PLO, ILO Reporting page
II.A.3-3	Screen Shot of 2007 Assessment
II.A.3-4	Screen Shot of SLO Status Report
II.A.3-5	LOAC Website
II.A.3-6	SLO Assessment Reports Website
II.A.3-7	Curriculum Course Approval Website
II.A.3-8	SLO Addendum
II.A.3-9	Screen Shot of SLO section in COR
II.A.3-10	Example of Program Approval Form
II.A.3-11	Sample Syllabus
II.A.3-12	Sample Syllabus

II.A.4

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

Evidence of Meeting the Standard:

- The College offers pre-collegiate level curriculum in developmental communication, ESL, and mathematics (II.A.4-1).
- The College clearly distinguishes its pre-collegiate curriculum from college level offerings in its reports to the State Chancellor's Office, the curriculum* approval process, and its assessment tools and methodologies (II.A.4-2 through II.A.4-5).
- Skills necessary to succeed in college are imparted to students by a variety of means, including but not limited to dedicated or embedded tutoring services in pre-collegiate subjects. Tutoring services are available online, in the Learning Resource Center (LRC) and the Math Tutoring Center (II.A.4-6),(II.A.4-7). In fall 2015, the College began its work on establishing pathways from noncredit to credit courses in ESL. The mathematics department has also developed new courses in a variety of formats to facilitate students' transition to college-level coursework. Large posters of the mathematics sequence (and the various pathways to success) are accessible to students and aid them in the selection of courses (II.A.4-8).

Analysis and Evaluation:

To serve its large population of students in need of basic skills remediation, the College offers a variety of pre-collegiate courses in several disciplines such as English, mathematics, developmental communications, ESL, and GED preparation. During 2013-14 over 81 percent of students who took the assessment test during this time period were placed into lower-level English, English as a Second Language (ESL), or developmental communications courses. An even higher percentage of students taking the Math Placement test, approximately 89 percent, placed in pre-collegiate mathematics.

The College clearly distinguishes pre-collegiate preparation from collegiate level, degree applicable and/or transferable coursework in its catalog and schedule of classes. To measure the effectiveness of these courses in improving student success, the College uses various indicators and regularly tracks student success and grade distribution per subject and course level (II.A.4-9).

In August 2015, the College contracted with Link-Systems International to supplement its tutoring services with online support in a variety of topics, including developmental mathematics, ESL, and writing.

The mathematics, English and developmental communication departments offer pathways from pre-collegiate to college level coursework. Transition charts are printed in the College catalog, available online, and posted around campus. In fall 2015, the College began its work, with the support of two academic deans, on establishing pathways from noncredit ESL to credit ESL.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.4-1	See II.A.1-8 through II.A.1-10
II.A.4-2	OIE Scorecard Website
II.A.4-3	Curriculum Approval Process Website
II.A.4-4	Assessment Website
II.A.4-5	Screenshot of COR, section 5
II.A.4-6	LRC Website
II.A.4-7	Math Tutoring Center Website
II.A.4-8	Math Sequence Poster Online
II.A.4-9	College Grade Distribution Website

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the bachelor level. (ER12)

Evidence of meeting the Standard:

- The College regularly ensures that degrees and programs follow practices common to American higher education:
 - Courses and units are based on the Carnegie hour and consistent with their counterparts in comparable institutions (II.A.5-1),(II.A.5-2).
 - Articulation agreements with various institutions attest to the College's congruence with common practices in higher education (II.A.5-3).
 - CORs* are monitored by the Curriculum* Committee and approved by the State Chancellor's Office. Course sequencing and prerequisites are established by discipline faculty and overseen by the Curriculum* Committee (II.A.5-4).
 - Information pertaining to various programs, degrees, and certificates is updated annually in the College catalog (II.A.5-5)
 - The Office of Admissions and Records verifies all candidates' completion of criteria for degrees and certificates (II.A.5-6).
 - To facilitate students' timely completion of certificates and degrees, many departments make suggested sample course sequences available to students. Furthermore, all courses within a program are scheduled in accordance with the Strategic Enrollment Plan and heed a two-year scheduling practice (II.A.5-7), (II.A.5-8).
- Minimum degree requirements are clearly established in the College catalog. All associate degrees, including the TMC degrees, necessitate the completion of 60 semester units in accordance with various majors requirements (II.A.5-9).

Analysis and Evaluation:

Internal evidence of instructional quality is based upon retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of

achievement, and certificates of accomplishment. External evidence of instructional quality is predicated on articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

The breadth and depth of college programs are supported by the College's 51 associate degrees, 13 transfer degrees, 22 certificates of achievement, 21 certificates of accomplishment, and courses in over 50 different disciplines (Table 1).

TABLE 1 NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2015-2016 CATALOG)	
Associate of Arts	48
Associate of Science	3
Transfer Model Curriculum Degree	13
Certificates of Achievement (over 18 units)	22
Certificates of Accomplishment (fewer than 18 units)	21

The College maintains articulation* agreements with nine University of California (UC) campuses and 18 California State University (CSU) campuses as well as course-to-course agreements with 18 CSU campuses and six UC campuses (II.A.5-3). Additionally, the College upholds articulation agreements with many private and out-of-state institutions. Unit requirements for AA degrees, set at a minimum level of 60, are consistent with the Office of the State Chancellor's criteria.

Faculty, department chairs, and district discipline committees regularly monitor course rigor and sequencing and are supported in their efforts by the curriculum* approval process (II.A.5-4).

Grade distributions of students are similar to that of the District's, demonstrating the consistent and appropriate rigor of instruction at the College (See II.A.4-9).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.5-1 Sample Biology Syllabus
- II.A.5-2 DE Guide Book
- II.A.5-3 Assist.org Website
- II.A.5-4 Curriculum Committee Website
- II.A.5-5 LAMC Catalog
- II.A.5-6 Admissions and Records Website
- II.A.5-7 CTE Disciplines Website
- II.A.5-8 Strategic Enrollment Management Plan
- II.A.5-9 LAMC Catalog, page 72

II.A.6

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

Evidence of Meeting the Standard:

- The College follows the Strategic Enrollment Management (SEM) Plan to facilitate timely completion of degrees and certificates (II.A.6-1).
- Departments' scheduling practices are based upon the SEM and monitored in the comprehensive Program Review* process (II.A.6-2).

Analysis and Evaluation:

The median completion time for students to attain a 60-unit associate's degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, is commensurate with other colleges within the District. Although course offerings are scheduled so as to allow completion within a two-year span, most students take four years to reach these goals.

MEDIAN YEARS TO COMPLETION FOR ASSOCIATE DEGREE AND CERTIFICATE RECIPIENTS AT LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES (2013-2014 award recipients)										
	City	East	Harbor	Mission	Pierce	South-west	Trade	Valley	West	All
Associate Degree	4	4	4	4	4	4	5	4	4	4
Certificate of Achievement (over 18 units)	4	4	4	4	3	4	3	4	3	4

In fall 2011, the SEM Committee developed guiding principles on course scheduling, establishing the highest priority for courses that are critical to the mandated mission of the College. Transfer (including general education (GE) and degree applicable) courses, CTE courses leading to program completions, and basic skill classes are tagged as high priority.

The College has attempted to help students meet increased state-mandated graduation requirements in English and mathematics through initiatives such as Achieving the Dream, a STEM grant, and the revision of the mathematics curriculum.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.6-1 See II.A.5-8

II.A.6-2 Program Review Process

II.A.7

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

Evidence of Meeting the Standard:

- The College's Student Equity Plan (SEP), reviewed by the State Chancellor's Office, identifies achievement gaps across various student groups and proposes methodologies to target disproportionately impacted (DI) populations (II.A.7-1).
- Multiple delivery modes, including face-to-face, hybrid, and online methodologies are embedded in the College's offerings. In particular, courses with a DE* component follow established guidelines and are monitored by the DE* Committee. Furthermore, success rates of online and on-campus classes are routinely compared to ensure consistency and equity across various formats (II.A.7-2),(II.A.7-3).
- Faculty utilize smart classrooms to integrate technology in their lessons, participate in field trips, avail themselves of embedded tutors, arrange group work and supplemental instruction, and propose other innovative approaches based on sound pedagogical research. In addition to the various methodologies described above, some disciplines such as child development offer bilingual courses in Spanish/English (II.A.7-4).
- Learning support services reflect the diverse and changing needs of the College's students:
 - The Disabled Students Program and Services (DSP&S) Office offers a variety of services and adaptive technologies geared toward learning and physical disabilities (II.A.7-5).
 - Students have access to in-person and online workshops and technologies, as well as online tutoring services in the LC (II.A.7-6).
 - The Child Development Resource Center (CDRC) offers specialized tutoring and online research material to child development students (II.A.7-7).
 - The Chicano Studies Resource Center provides a venue for cultural events and interactions between students and discipline faculty (II.A.7-8).
 - In its quest for equity and closing the achievement gap for disproportionately impacted (DI) groups, the College participates in Achieving the Dream (AtD), a nationwide initiative geared towards closing equity gaps (II.A.7-9).

Analysis and Evaluation:

The College meets the needs of its diverse students by way of a culturally responsive academic experience and support system. Traditional classroom-based instruction and laboratory courses are enhanced by delivery modalities and technologically advanced facilities (e.g. Smart classrooms) that target the range of ability, language, interest, learning style, and academic readiness among students.

Coordinated services between DSP&S and academic disciplines provide students with special needs access to assistive technology, specialized tutoring, and learning skills classes. The child development department offers several bilingual (English/Spanish) sections and

discipline-specific support at CDRC (II.A.7-7). The Resource Center inaugurated by the Chicano studies department provides a venue for cultural activities. General tutoring, in-person and online workshops, and dedicated technology tutorials are a sampling of services offered at LC (II.A.7-6). Last but not least, the College's association with Achieving the Dream since 2011 has given rise to initiatives geared toward retention and success rates in elementary algebra and a pilot program on concurrent enrollment in two English courses.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.7-1	Student Equity Plan
II.A.7-2	DE Website
II.A.7-3	Student Score Card Outcomes/Retention/Success
II.A.7-4	Spring 2016 LAMC Schedule of Classes, page 7
II.A.7-5	DSP&S Website
II.A.7-6	LRC Website
II.A.7-7	Child Development Center Website
II.A.7-8	Facilities Planning Committee Minutes – 12/9/2013
II.A.7-9	Achieving the Dream Website

II.A.8

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

Evidence of Meeting the Standard:

- Several mathematics courses administer common final examinations (II.A.8-1 through II.A.8-7).
- The biology department uses a common final examination for one of its courses (II.A.8-8), (II.A.8-9).
- The College has distributed information on credit-by-examination best practices to all academic departments and discipline advisors (II.A.8-10),(II.A.8-11),(II.A.8-12).

Analysis and Evaluation:

The life sciences and mathematics departments administer common final examinations in gateway courses to ensure consistency of instruction and student preparedness across multiple sections. To that end, discipline faculty have developed standardized tools and rubrics to effectively measure student learning and minimize test bias (II.A.8-5).

Direct assessment of prior learning for courses taken at another institution is monitored by the counseling department and involves the comparison of course outlines in cases where articulation agreements do not exist. Credit-by-examination, administered by a discipline or department, is used as a means of granting credit for student learning outside of the traditional classroom. In some instances, credit-by-exam is the means used to award college

credit for structured learning experiences in a secondary educational setting, while in other instances knowledge is obtained in non-traditional environments or an individual is self-taught. The College has adopted procedures for administering credit-by-examination and posted information on best practices on a curriculum resource web page (II.A.8-12).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.8-1	Math 115 Screenshot
II.A.8-2	Math 123A Screenshot
II.A.8-3	Math 123B Screenshot
II.A.8-4	Math 123C Screenshot
II.A.8-5	Math 115 Instructions for Faculty
II.A.8-6	Math 115 Instructions for Students
II.A.8-7	Math 115 Online Final Instructions
II.A.8-8	Biology 3 Lab Final Exam – Spring 2015 V1
II.A.8-9	Biology 3 Lab Final Exam – Spring 2015 Group A
II.A.8-10	LAMC Catalog, page 48
II.A.8-11	Curriculum Committee Minutes – 3/17/2015
II.A.8-12	Curriculum Committee State Resources Website

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER10)

Evidence of Meeting the Standard:

- The institution awards course credit, degrees and certificates based on student attainment of learning outcomes:
 - The College awards credit based on satisfactory student outcomes on course SLOs* (II.A.9-1).
 - Degree and certificate completion is predicated on the satisfactory achievement of PLOs* (II.A.9-2).
- The award of units of credit reflect generally accepted norms or equivalencies in higher education:
 - The College catalog clearly describes the requirements for completing degrees and certificates (II.A.9-1).
 - The Curriculum* Committee carefully reviews each COR* and program proposal (II.A.9-2).

Analysis and Evaluation:

The curriculum and COR* processes ascertain the alignment of SLOs* with course descriptions, objectives, and expected minimum competencies. The award of credit for courses, certificates,

and degrees is based on students achieving the expected learning outcomes and consistent with the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans, with support from the Curriculum* Committee, closely supervise the alignment of outcomes assessments with course objectives.

Coursework completed at the College may be transferred to four-year colleges and universities through a number of articulation agreements; these are described in the College catalog and available on the ASSIST website at www.ASSIST.org (II.A.9-3).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.9-1 Sample COR
- II.A.9-2 LAMC Catalog, page 72
- II.A.9-3 Assist.org Website

II.A.10

The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER10)

Evidence of meeting the Standard:

- The College's transfer-of-credit policies from other institutions are:
 - Clearly stated in the College catalog (II.A.10-1).
 - Transparent in articulation agreements with a number of institutions (II.A.10-2).
- The process of transfer of credit to fulfill degree requirements is either reviewed by transcript evaluators (in cases where articulation agreements already exist) or by the Academic Exception Committee (AEC) (when no articulation agreements are in place with an institution) (II.A.10-3).
- The College has adopted several transfer degrees in compliance with the SB1440 state initiative (II.A.10-4).
- The counseling department, in collaboration with discipline-specific faculty members, has developed and implemented the Discipline Advisors Program and authored the Discipline Advisors Handbook (II.A.10-5),(II.A.10-6).

Analysis and Evaluation:

The College's policies on accepting courses from other institutions are clearly stated in the College catalog. Transcripts of course work completed at other institutions are evaluated by counselors to verify prerequisites and general education requirements, to compare respective learning outcomes, or to grant academic credit for courses deemed equivalent in content.

To establish equivalency between a course from an accredited institution and its counterpart at the College, the course is initially reviewed by the appropriate department chair and subsequently submitted to AEC. AEC meets on a regular basis to review petitions and course equivalencies and may request a copy of the course syllabus from the student desiring to transfer a course. Classes from unaccredited institutions are ineligible for this review process.

The College maintains Transfer Admission Guarantee (TAG) agreements with multiple colleges/universities. The articulation officer, working closely with discipline faculty, initiates and maintains articulation proposals with four-year colleges/universities and disseminates information on current articulation agreements to departments, faculty, and counselors.

The College participates in the statewide SB1440 initiative and has received approval for 13 Transfer Model Curriculum (TMC) degrees by the State Chancellor's Office.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.10-1 LAMC Catalog, page 80
- II.A.10-2 Assist.org Website
- II.A.10-3 Academic Exception Petition
- II.A.10-4 LAMC Catalog, page 82
- II.A.10-5 SSSC Minutes – 9/15/2015
- II.A.10-6 Discipline Advisors Handbook

II.A.11

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

Evidence of Meeting the Standard:

- The outcomes stated in the standard are related to the following College ILOs*:

Standard Stated Requirements	Associated ILO
Communication competency	Written and Oral Communication
Information competency	Information Competency
Quantitative competency	Quantitative Reasoning
Analytic inquiry skills	Problem Solving
Ethical reasoning	Ethics and Values applied to decision making
Ability to engage diverse perspectives	Global Awareness and Aesthetic Responsiveness

- The College catalog includes all PLOs* pertaining to various programs (II.A.11-1), (II.A.11-2). PLO* assessments are incorporated into the SLO* online system (II.A.11-3).
- To date, the College has conducted eight comprehensive and seven roll-up ILO assessments, a new comprehensive assessment for both the Written Communication

ILO and the Ethics and Values ILO is in process and will be completed spring 2016 (II.A.11-4), (II.A.11-5).

Analysis and Evaluation:

LOAC* has identified seven ILOs* which are closely aligned with the ACCJC standards. The SLO* online system lists every course SLO* and links each course to at least one ILO* (II.A.11-6). Regular assessments of various learning outcomes help to identify areas in need of improvement.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.11-1 LAMC Catalog, page 88
- II.A.11-2 LAMC Catalog, page 120
- II.A.11-3 SLO Faculty/Staff Portal Website
- II.A.11-4 Spring 2014 ILO Report
- II.A.11-5 Fall 2014 ILO Report
- II.A.11-6 Sample Courses Supporting ILOs

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER12)

Evidence of Meeting the Standard:

- The institution requires of all of its associate degree programs a component of general education:
 - LACCD Board Rule 6201.14 states: "General Education is designed to introduce students to the variety of means through which people comprehend the modern world." At the local level, arts and humanities, the sciences, mathematics, and social sciences feature prominently in general education offerings. The LACCD General Education Plan requires the completion of coursework in the five areas of natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education (II.A.12-1).
 - The College adheres to the California State University General Education Breadth Plan (CSU GE-Breadth Plan) and the Intersegmental General Education Transfer Curriculum (IGETC) (II.A.12-2).

- All associate degrees and TMCs require a minimum of 18 semester units in general education (II.A.12-3).
- The College catalog clearly outlines all general education and other AA/TMC graduation requirements (II.A.12-4).
- The Curriculum* Committee reviews all general education courses to evaluate their appropriateness for inclusion in the general education curriculum (II.A.12-5).
- All general education courses are linked to the College's ILOs* which, in aggregate form, address the goals of responsible participation in civil society and a broad comprehension of knowledge and practices in humanities, the sciences, mathematics, and social sciences (II.A.12-6).

Analysis and Evaluation:

The College offers four different types of associate degrees, each containing a general education component. Based on the Title 5 requirements, students earning an associate degree meet the general education requirements by completing a specified set of courses in the following five areas: (1) Area A: Natural Sciences; (2) Area B: Social and Behavioral Sciences; (3) Area C: Humanities; (4) Area D: Language and Rationality; and (5) Area E: Health and Physical Education.

The College offers degree plans that provide a well-rounded education that includes the study of arts, culture, language, literature, sciences, quantitative reasoning and world history. To facilitate transfer to the CSU and UC systems, the College also offers CSU GE-Breadth and IGETC general education plans. The College's seven ILOs* embed criteria to develop productive individuals and effective citizens within civic, historical, political, and social contexts and are reflected in the general education curriculum.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.12-1	LACCD Board Rule 6201.14
II.A.12-2	LAMC Catalog, page 78
II.A.12-3	LACCD Board Rule 6201.10
II.A.12-4	LAMC Catalog, page 82
II.A.12-5	Curriculum Submission Requirements Website
II.A.12-6	See II.A.11-6

II.A.13

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

Evidence of Meeting the Standard:

- The State Chancellor's curriculum inventory recognizes 57 instructional programs offered at the College that lead to an associate degree, each focusing in one specialized area of study (II.A.13-1).
- ILOs* are addressed in all courses and disciplines and linked to course SLOs* and PLOs* (II.A.13-2),(II.A.13-3).
- Each discipline assesses its PLOs* according to a three-year cycle (II.A.13-4).
- TMCs each specialize in at least one area of inquiry or interdisciplinary core (II.A.13-5).
- CTE courses and programs incorporate pathways and methodologies consistent with industry needs (II.A.13-6).

Analysis and Evaluation:

Students who complete the graduation requirements listed in the College catalog are awarded an associate in arts (AA) or associate in science (AS) degree. Thirteen TMC degrees have been added in a variety of disciplines to provide students with a strong, basic foundation in core areas of each discipline. TMC degrees allow students to transfer to a CSU and obtain priority in registration (II.A.13.7).

Many disciplines such as English, computer science, mathematics, or credit ESL lay out a required sequence of courses for the major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. Programs such as English and mathematics require sequential courses, thereby progressively increasing levels of skill and knowledge.

Faculty review of degrees and certificates occurs during the Program Review* process and ensures degree alignment with four-year university requirements, transfer, and major preparation. The Curriculum* Committee and academic deans routinely monitor currency and relevance of programs for transfer-bound and CTE students.

NUMBER OF DEGREES OFFERED AT LAMC (CCC curriculum Inventory) 6/8/2015	
Associate of Arts	43
Associate of Science	5
Transfer Model Curriculum Degree	13

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.13-1 State Chancellor's Inventory
- II.A.13-2 Screenshot of COR Sociology
- II.A.13-3 Screenshot of COR English
- II.A.13-4 LOAC Website
- II.A.13-5 Sample TMC Degree Template

II.A.13-6 CTE Transitions Website

II.A.13-7 LAMC Catalog, page 82

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

- The College offers certificates of Achievement and AA and AS degrees in various CTE fields (II.A.14-1).
- All CTE disciplines maintain advisory committees which meet on an annual basis (II.A.14-2).
- The College's CTE Committee is comprised of representatives from all currently offered CTE programs. The committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards (II.A.14-3).
- The College hosts career fairs to share employment opportunities and industry needs with students (II.A.14-4).

Analysis and Evaluation:

The College offers a wide range of CTE certificates and degrees. Graduates demonstrate professional competencies that meet employment criteria and other standards such as certification. Some examples are as follows:

1. The Paralegal Certificate of Achievement qualifies students to work as legal assistants/paralegals (II.A.14-5).
2. Seven certificates in culinary arts, baking, and restaurant management facilitate students' entry into the workforce within one or two semesters (II.A.14-6).
3. The A+ and Cisco IT certifications preparation impart to students workable knowledge for the installation, setup, troubleshooting, and optimization of hardware and software of personal computer systems and peripheral devices (II.A.14-7).
4. The Child Development Department offers coursework and support for the application process for the Child Development Permit Matrix, the credential required by publicly funded education programs (II.A.14-8).

The State Chancellor's Office has identified CTE core indicators in technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment to determine eligibility for Carl D. Perkins Vocational Technical Education Act (VTEA) funding. The College meets or exceeds the District performance targets on all core indicators (II.A.14-9).

CTE advisory committees, composed of industry professionals, meet at least once a year and make recommendations to disciplines on occupational trends, expected competencies, and industry standards (II.A.14-2). Although CTE programs lack a formal method for tracking former students, several departments are able to provide anecdotal evidence on job placements.

All CTE programs complete comprehensive Program Reviews* and an annual unit assessment of their program goals to ensure course effectiveness for students and currency of their programs (II.A.14-10). Furthermore, the College is in compliance with Board Rule 6802 (II.A.14-11) requiring that all vocational or occupational training programs be subject to a biennial review to ensure adherence to the following criteria:

- The program meets the documented labor market demand.
- The program does not represent an unnecessary duplication of other programs in the area.
- The program is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

ACTIONABLE IMPROVEMENT PLAN

The current online Program Review* system does not include labor market information and data on other programs in the area. EPC* and CTE committees are currently working to modify the system to incorporate these requirements.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.14-1	LAMC Catalog, page 76
II.A.14-2	See II.A.1-4a-d
II.A.14-3	CTE Committee Minutes
II.A.14-4	Career Fair Flyer
II.A.14-5	Paralegal Studies FAQ Website
II.A.14-6	LAMC Catalog, page 114
II.A.14-7	LAMC Catalog, page 113
II.A.14-8	Child Development Website
II.A.14-9	Perkins Core Indicators
II.A.14-10	Program Review Website
II.A.14-11	LACCD Board Rule 6802

II.A.15

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

Evidence of Meeting the Standard:

- The College has updated its Program Viability* process to assure that the academic needs of students are considered when programs are eliminated or changed significantly (II.A.15.1).
- Program or course changes are communicated through the College catalog, counseling sessions, Academic Senate and EPC meetings (II.A.15-2 through II.A.15-6).

Analysis and Evaluation:

One of four outcomes of the Program Viability* process may be discontinuance (termination) of an existing program. If and when a program is eliminated or significantly modified, the College places students in comparable courses or programs and assists them in revising their educational goals.

In the event of an impending program discontinuance, counselors advise students on alternate coursework and help them with the petition process for course substitution. The College makes every effort to maintain programs without disruption and assists enrolled students in their educational goal. The Curriculum* Committee keeps the campus informed of any course or program changes through its website (II.A.15-7) and reports to EPC* and the Academic Senate.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.A.15-1 Senate Program Viability Website
- II.A.15-2 LAMC Catalog
- II.A.15-3 Student Educational Plan
- II.A.15-4 Course Substitution Petition
- II.A.15-5 Academic Senate Minutes – 10/1/2015
- II.A.15-6 EPC Minutes – 4/27/2015
- II.A.15-7 Curriculum Committee Website

II.A.16

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

Evidence of Meeting the Standard:

- All College programs, including noncredit and CTE, are evaluated for quality and currency through a comprehensive Program Review* process (II.A.16-1).
- All non-CTE coursework is reviewed every six years by discipline faculty and improvements are submitted to the Curriculum* Committee for review and approval (II.A.16-2).
- The Curriculum Committee began in fall 2015 to align CTE CORs* with the required two-year cycle of revision (II.A.16-3).
- During comprehensive review and the curriculum approval process, faculty are asked to reflect on improvements that would enhance learning outcomes and achievement for students (II.A.16-4), (II.A.16-5).
- The Educational Master Plan (EMP) undergoes regular cycles of revision in order to improve the quality and currency of instructional programs (II.A.16-6).

- All collegiate and pre-collegiate courses are evaluated through the College's Curriculum* Committee and SLO* assessment process (II.A.16-7),(II.A.16-8).
- The College uses a program viability* process to assess new and existing programs (II.A.16-9). For example, during the 2014-2015 academic year, a program viability* study on Cooperative Education led to its suspension. Another study resulted in a realignment of courses from the Family and Consumer Studies department into various existing departments (II.A.16-10). In spring 2015, a request for a new Certified Nursing and Home Health Aide Certificate underwent a review and approval by EPC* (II.A.16-11).
- The DE* Committee evaluates new online courses and provides training to DE* faculty (II.A.16-12).
- The DE* Committee reviews its three-year DE* plan on an annual basis to ensure the alignment of its four goals with various College and District strategic plans (II.A.16-13).
- CTE advisory committees provide input on alignment with labor market demands for CTE courses and programs. Recommendations from advisory committees are then evaluated and often implemented in CTE programs (II.A.16-14).
- The community education program was suspended in 2012. Various departments such as physical education and culinary programs have since offered a variety of community courses (II.A.16-15).

Analysis and Evaluation:

The College regularly evaluates all courses and programs through well-established processes. These structures and systems include the following: the curriculum* approval process; SLO* assessment; educational planning; Program Review* for academic areas; program viability* review; and DE* oversight. For example, the department of Life Sciences, as a result of data-driven analysis and SLO assessments, made a number of program improvements including the establishment of an English 28 prerequisite for most of its courses, revision of the Biology 3 lab manual, revision of the Biology 3 final exam and development of a human biology (Biology 5) course (II.A.16-16).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.16-1	Program Review Website
II.A.16-2	Curriculum Committee Website
II.A.16-3	Curriculum Committee Minutes
II.A.16-4	Child Development EPC report
II.A.16-5	Curriculum Committee minutes 11/17/2015
II.A.16-6	Educational Master Plan
II.A.16-7	Curriculum Committee Website
II.A.16-8	SLO Website
II.A.16-9	Program Viability Website
II.A.16-10	Academic Senate Minutes

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- II.A.16-11 EPC Minutes
 - II.A.16-12 DE Website
 - II.A.16-13 DE Committee Minutes
 - II.A.16-14 See II.A.1-4a-d
 - II.A.16-15 Sample Community Education Program Flyers
 - II.A.16-16 Life Science Program Review Report

II.B. LIBRARY AND LEARNING SUPPORT SERVICES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

II.B.1

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

Evidence of Meeting the Standard:

- The Library provides:
 - Access to organized collections (II.B.1-1).
 - Databases, Question point 24/7 reference help, and other electronic resources (II.B.1-2). Learning Express was added in July 2015 to help students improve their skills in mathematics, reading, and writing (II.B.1-3).
 - All levels of print and online materials from basic skills to scholarly publications. (II.B.1-4a-c).
 - Means to develop and support skills in information competency (II.B.1-5 through II.B.1-10),(II.B.1-11a-b),(II.B.1-12),(II.B.1-13).
- The Learning Center offers:
 - Specialized tutoring in a wide range of disciplines and levels. In house services are supplemented by NetTutor, a comprehensive online tutoring service available to all LAMC students, on-campus and online (II.B.1-14),(II.B.1-15).
 - Learning disability software to DSP&S students (II.B.1-16).
 - Over 200 online workshops for students and online access to reading software (II.B.1-17a-b).
 - Access to the Microsoft Office Suite and computer-assisted instructional programs in reading and language arts, ESL, mathematics, Spanish, and nutrition (II.B.1-18).
- Walk-in tutoring in science and mathematics is also available on East campus (II.B.1-19a-c).
- Auxiliary learning support services are available to students enrolled in specific instructional programs (II.B.1-20).

Analysis and Evaluation:

The Library and LC are committed to assisting students by offering a variety of services and resources in support of the College's Mission and instructional programs.

The Library collection consists of 228 reserve textbooks, 52,228 physical books, 660 DVDs, and an ESL and children's literature collections (II.B.1-4a-b). Print books are supplemented by 340,000 e-books, a 397-title e-book reference collection, and 35 research databases. Online databases are accessible to all campus and DE* students, ADA-compliant, and often downloadable (II.B.1-2). The addition of the Learning Express database in 2015 augmented the campus resources in adult/lifelong learning, college preparation, career information, and college skills (II.B.2-7). LibGuides, a recently acquired content management system, is used by faculty to create research guides for class assignments (II.B.1-11a).

Computer stations provide students, faculty, staff, and visitors with access to the Internet, the Library catalog, research databases, and Office Suite. A laptop lending program affords students the possibility to reserve devices for three-hour periods. Print stations are equipped with laser printers, a scanner, and a copier, and available for nominal fees.

Instructional librarians routinely teach information competencies workshops and Library science on campus and select feeder high schools (II.B.1-9),(II.B.1-13). In 2014, the Library offered over 115 orientations and custom-made research guides to 4,193 students in support of 18 academic subjects (II.B.1-11b),(II.B.1-12). Librarians often tailor workshops to specific disciplines and the student population to improve learning outcomes. For example, workshops related to health sciences are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises (II.B.1-10).

LC offers an array of programs and learning support services to help students reach their academic goals (II.B.1-14). Programs and services include workshops for mathematics classes, online supplemental instruction tutorials, writing and computer laboratories, and online and in-person tutoring. LC has hosted over 200 online workshops for students and provides online access to reading software (II.B.1-17a-b). LC's Computer Commons is equipped with 127 computers and a print/information station where students can print or copy materials for a fee or borrow DVDs, headsets, software, and supplies.

In August 2015, the College signed a contract with Link-Systems International to offer online tutoring in a variety of subjects. The Whiteboard technology used by NetTutor, the online tutoring package offered by Link-Systems International, integrates well with the existing tutoring support available on campus and will allow the College's tutors to utilize the online format to interact with DE* students (II.B.1-15). This augmentation in the College's tutoring offerings benefits all students and promotes access beyond LRC's and other tutoring centers' regularly scheduled hours.

Additional learning support such as specialized tutoring, specific resource libraries, and computer laboratories is available to students enrolled in or associated with specific instructional and categorical programs (II.B.1-18). Specialized programs and services are facilitated by the Disabled Student Programs and Support Services (DSP&S) (II.B.1-20), Computer Applications and Office Technologies (CAOT), Computer Science Information Technology (CSIT),

Multimedia Studies, the Child Development Student Resource Center, TRiO-Student Support Services (TRiO-SSS) and Extended Opportunity Program & Services (EOP&S).

In 2010, an evaluation of current and projected Library usage resulted in an expansion plan to augment the existing Library with a computer laboratory, various group study spaces, and expanded storage for special collections. The project was tabled in 2012 due to bond construction cost overruns.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.1-1	Library Website
II.B.1-2	Library Databases Web Page
II.B.1-3	Learning Express Website
II.B.1-4a	Statistics from the LACCD ILS Administrator for Library Collections
II.B.1-4b	Email from LACCD ILS Administrator with Library Physical Book Collection Age
II.B.1-4c	Email from EBSCO with eBook Collection Age
II.B.1-5	Information Competency Skills Definition
II.B.1-6	Library Reference Desk Statistics
II.B.1-7	Library Science 101 Syllabus
II.B.1-8	Library Orientation Statistics for 2009 through 2014
II.B.1-9	Library Research Workshop Schedule and Statistics
II.B.1-10	Library Schedule of Workshops for Health Discipline Classes
II.B.1-11a	Library Research Guides Web Page
II.B.1-11b	Library Research Guides Statistics
II.B.1-12	Library Orientation and Workshop Statistics
II.B.1-13	Concurrent Enrollment Information on Library Sciences 101 for Fall 2015
II.B.1-14	Learning Center Website
II.B.1-15	NetTutor
II.B.1-16	Screen Shot of Premier Assistive Software
II.B.1-17a	Screen Shot of Reading Plus Software
II.B.1-17b	Online Tutorials
II.B.1-18	Learning Center Assistive Instructional Software Programs
II.B.1-19a	LAMC's Science Success Center Website
II.B.1-19b	LAMC's Math Center Website
II.B.1-19c	LAMC's STEM Website
II.B.1-20	LAMC Auxiliary Learning Support Services

II.B.2

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

Evidence of Meeting the Standard:

- Guided by the Library Collection Development Plan, materials are identified and selected to meet student learning needs (II.B.2-1).
- The Library keeps abreast of required materials for new and updated courses through active participation in the curriculum* review process (II.B.2-2),(II.B.2-3).
- The Technology Master Plan provides a blueprint for integrating technology in instruction and support services (II.B.2-4).
- The Technology Replacement Plan guides scheduled replacements of computers and other equipment in the Library and LRC (II.B.2-5a). The installation of twenty additional data drops and desk top computers is scheduled (II.B.2-5b).
- The Library utilizes an online request form to seek recommendations for new materials (II.B.2-6a-b).
- In fall 2015, the Library added to its databases Learning Express, which provides resource information for adult learning, college prep, career information, and improving college skills for lifelong learning (II.B.2-7).

Analysis and Evaluation:

Guided by the Library Collection Development Plan, purchased materials span all levels from basic skills to scholarly publications and are selected upon careful review of professional journal reviews, specialized media, standardized bibliographies, user requests, course syllabi, and reserved book lists (II.B.2-1).

Faculty may recommend material for acquisition by completing an online request form (II.B.2-6a). In response to a 58-percent satisfaction survey of faculty/staff on Library resources, the Library enhanced its database collection Questionpoint, Learning Express, and additional e-books (II.B.3-6b).

The acquisition of additional library material is informed by the curriculum* process whereby a Library Addendum Form is required for all new and revised course submissions to the Curriculum* Committee (II.B.2-2),(II.B.2-3). The form aids the Library in assessing the appropriateness of its existing collection to support a course and informs future purchases.

The Technology Master Plan outlines technology solutions and the maintenance of educational equipment and materials in all campus units (II.B.2-4). The instructional media staff provides and maintains the audio/visual technology, peripherals, network infrastructure, and equipment in the Library and LC. The College's Technology Replacement Plan addresses maintenance and replacement of computer equipment (II.B.2-5a). Additional and special maintenance is carried out through agreements and warranties with respective vendors.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.2-1	Library Collection Development Plan
II.B.2-2	Curriculum Committee Website
II.B.2-3	Library Addendum Form
II.B.2-4	2015-2019 Technology Master Plan
II.B.2-5a	2014-2019 Technology Replacement Plan
II.B.2-5b	Email from IT Manager Regarding Additional Data Drops and Computers
II.B.2-6a	Online Request Form for New Books
II.B.2-6b	Student Request List for New Books
II.B.2-7	Learning Express Database

II.B.3

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

Evidence of Meeting the Standard:

- The Library participates in the Program Review* process (II.B.3-1).
- Librarians serve on the Learning Outcomes Assessment Committee* (LOAC) and participate in the regular evaluation of the Information Competency Institutional Learning Outcome* (ILO) (II.B.3-2a-b).
- Surveys of faculty, staff, and students, conducted every four years, guide the improvement plans in support services. (II.B.3-3a-c). Fall 2014 District-wide student survey (II.B.3-4). Fall 2014 Faculty/Staff Survey results (II.B.3-6a-d). Spring 2015 Library survey (II.B.3-7).
- Tutoring activities are coordinated in LRC. According to the results of the fall 2014 LAMC Supplemental Student Services Survey, 79% of respondents were “very satisfied” or “satisfied” with LRC (II.B.3-9).

Analysis and Evaluation:

The Library participates in the Program Review* process and adheres to a regular cycle of review of its SLOs* and SAOs. Library SLOs* and SAOs assessments are based on survey data analyses, workshop exercises, and usage statistics. For example, the evaluation of the SAO “Faculty engage with librarians on course and assignment resources” enhances opportunities for collaboration between librarians and classroom faculty, identifies faculty requirements and student needs, and increases students’ ability and confidence in utilizing Library resources (II.B.3-7).

Librarians serve on LOAC* and regularly participate in the evaluation of the Information Competency ILO*. The ILO pilot assessment was conducted in spring 2014 and followed up with a second evaluation in spring 2015 (II.B.3-2a-b). Data reveals the longer students have attended LAMC, the better they are at Information Competency. The assessment

also identified areas that need improvement, such as citation formats, thesis statements, and understanding what constitutes plagiarism. As a result, the Library will offer more workshops in MLA and APA.

Based on assessment data and District and Library student surveys, the Library has implemented changes to its hours of operation and workshop offerings. An analysis of workshop attendance data and exercise scores led to a revision of content and additional evening and Friday workshops.

Library surveys of faculty, staff, and students occur every four years and provide valuable data for the assessment of Library services. The fall 2013 student survey revealed that 63 percent of responding students use the Library multiple times per semester and 85 percent have used the Library at least once (II.B.3-5). Additionally, the fall 2014 faculty/staff survey results revealed 86 percent of respondents felt that the Library was “very effective” or “effective” (II.B.3-6a). Similarly, 74 percent agreed or strongly agreed that the Library provides students with adequate support for their research needs (II.B.3-6c). The faculty survey results are positive due to the creation of LibGuides, a content management system that creates research guides for class assignments. Finally, the fall 2014 District-wide student survey found that 83 percent of responding students were “very satisfied” or “somewhat satisfied” with the Library (II.B.3-4). Reviewing the surveys and suggestions, the Library continues to improve and expand learning support services, adequate for the College’s Mission and programs.

Tutoring services are primarily offered through LRC and evaluated at intervals for their efficacy (II.B.3-9). Satellite tutoring services are mostly discipline-specific and routinely assessed; for example, the Math and STEM Centers use student evaluations to assess tutors’ effectiveness and hours of service, which has led to improvements in student support and success.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.3-1	Library Program Review
II.B.3-2a	2014 Pilot ILO Information Competency Assessment
II.B.3-2b	2015 ILO Information Competency Follow-Up Assessment
II.B.3-3a	Fall 2013 LAMC Student Survey Results, pages 49-50
II.B.3-3b	Fall 2014 LAMC Student Services Survey Results, page 2
II.B.3-3c	Fall 2014 LAMC Faculty Survey Results, page 29
II.B.3-4	Fall 2014 LACCD Student Survey Results, page 10
II.B.3-5	Fall 2013 LAMC Student Survey Results, page 32
II.B.3-6a	Fall 2014 LAMC Faculty/Staff Survey Results, page 29
II.B.3-6b	Fall 2014 LAMC Faculty/Staff Survey Results, page 31
II.B.3-6c	Fall 2014 LAMC Faculty/Staff Survey Results, page 31
II.B.3-6d	Fall 2014 LAMC Faculty/Staff Survey Results, page 32

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- II.B.3-7 2015 Library Student Survey
II.B.3-8 Fall 2014 LACCD Student Survey Results, page 11
II.B.3-9 Fall 2014 LAMC Supplemental Student Survey, page 14

II.B.4

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

Evidence of Meeting the Standard:

- The Library maintains a formal agreement with the Community College League of California for cooperative acquisitions of online information resources (II.B.4-1).
- LACCD libraries uphold an informal agreement for inter-college lending (II.B.4-2).
- Library security gates were modernized in October 2014 (II.B.4-3).
- The information technology staff is tasked with computer maintenance and cyber security throughout the College (II.B.4-4).
- The College uses an online work request system to respond to computer technology equipment repair notifications (II.B.4-5).
- The Los Angeles County Sheriff's Department provides security services for the Library and other learning support services (II.B.4-6).

Analysis and Evaluation:

The Community College League of California consortium affords the College reduced pricing for electronic resources (II.B.4-1). While the server is maintained by District IT personnel, the database is overseen by the College librarians. An informal agreement among the various District libraries permits students to borrow books from other LACCD colleges (II.B.4-2).

Library materials are electronically sensitized and security gates were retrofitted in 2014.

The IT department's network security measures protect the Library and support service computers against cyber threats.

The College's 2015-2019 Technology Replacement Plan addresses the maintenance and scheduled replacement of computer equipment. Additional and special maintenance is carried out by IT staff or through agreements and warranties with District-approved vendors (Refer to III.C.2-1). IT staff are alerted to problems by way of the online work request system; responses to critical repair items that impact daily operations of services are immediately assessed and routed to the appropriate vendor or IT staff (II.B.4-5).

The Los Angeles County Sheriff's Department is contracted by the District to provide regular patrols and overall campus security (II.B.4-6). Designated plant facilities personnel are responsible for all other general maintenance functions.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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|----------|--|
| II.B.4-1 | CCLC Website – Consortium Agreement |
| II.B.4-2 | LACCD Interlibrary Loan Policy |
| II.B.4-3 | Invoice from 3M for Installation of Library Security Gates |
| II.B.4-4 | Refer to III.C.2-1 |
| II.B.4-5 | Screen Shot of Information Technology Work Request Form |
| II.B.4-6 | CCD/L.A. County Sheriff's Department Contract |

II.C. STUDENT SUPPORT SERVICES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard:

- Support Services for students comprise the following areas (II.C.1-1a-s):
 - a) Admissions and Records
 - b) Associated Students Organization (ASO)
 - c) Assessment†
 - d) Athletics/Fitness Center
 - e) CalWORKS†
 - f) Child Development Center†
 - g) General Counseling
 - h) DSP&S
 - i) EOP&S
 - j) Foster Care and Kinship (FCKE)
 - k) Health Center
 - l) Financial Aid
 - m) International Students
 - n) Noncredit (GED preparation/Citizenship)
 - o) Outreach and Recruitment
 - p) STEM Counseling
 - q) Student Support Services/TRiO
 - r) Transfer Center
 - s) Veterans Affairs/Resource Center
- †This area/unit reports to Academic Affairs.
- While the Program Review Oversight Committee* (PROC) establishes the general Program Review* policies, timelines, cycles, and documents for all units on campus, the Student Support Services Committee (SSSC) is specifically tasked with the oversight and validation of the Program Review* process for all Student Services units (II.C.1-2),(II.C.1-3).
- Throughout the fall 2013 and spring 2014 terms, the College conducted the following research to assist in the evaluation of student services (II.C.1-4a-f):
 - a) Staff comparison study
 - b) Comprehensive faculty/staff survey
 - c) Comprehensive student survey

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- d) Point-of-service surveys
 - e) Focus groups of students and of Student Services staff
 - f) Federal and state requirements analysis
 - Student services regularly evaluate the quality, success, and outcomes of its units. The Program Review* process and the Service Area Outcomes (SAOs) assessments are two of the primary methods for evaluating such programs (II.C.1-5).
 - Since 2013, Student Services has undertaken an overall self-assessment to evaluate student needs and to bring the College in compliance with all federal and state requirements (II.C.1-6),(II.C.1-7).
 - The College implemented a Student Services Action Plan in spring 2014 to address the gaps identified in the Commission's July 2013 action letter (II.C.1-8), (II.C.1-9).
 - Annual reports submitted to state or federal agencies on behalf of various Student Services units (e.g. Articulation, EOP&S, DSP&S, Financial Aid, the Student Support Services Program (TRiO), and the Transfer Center) supply the added benefit of helping the College assess each program's efficiency, fiscal stability, and quality (II.C.1-10a-f).
 - The continuous improvement of many student support services is enhanced by the state-mandated SSSP and Student Equity plans (II.C.1-11a-b).
 - The fall 2014 distance education* (DE) survey, based on the 2014-2017 DE Plan, identified the learning support needs of DE* students. The College has taken concrete steps such as offering E-counseling and online tutoring to meet those needs (II.C.1-12a-b).

Analysis and Evaluation:

The following services/units support accomplishment of the various components of the College's Mission:

- Increased transfer: Transfer Center, counseling, articulation
- Equity: DSP&S, EOP&S, veterans affairs, foster/kinship care education, Health Center, International Students Center, SSS/TRIO, financial aid
- Career preparation: counseling, CalWORKS
- Improvement of basic skills: Assessment Center, DSP&S, CalWORKS, tutoring services
- Improving the lives of the diverse communities served by the College: Athletics/Fitness Center, Child Development Center, Health Center, Outreach and Recruitment, Veterans Affairs.

Units employ Program Review* to revisit the Mission Statements of the various departments, assess SAOs, and analyze the effectiveness of services. Units undergoing comprehensive Program Reviews* undergo a validation process by SSSC. Recommendations for improvement are addressed by the unit and included in the subsequent year's Program Review* update.

In addition to Program Review*, several units such as articulation, EOP&S, DSP&S, CalWORKS, financial aid, the student support services program (TRiO), and the Transfer Center submit an annual self-assessment and/or report to the applicable state or federal funding agency and gauge their own efficiency, fiscal stability, and quality.

In 2014-2015, all Student Services units completed an annual update and five of those units – Transfer Center, Outreach and Recruitment, Financial Aid, EOP&S, and DSP&S – completed a comprehensive Program Review* cycle. Unit assessments identified gaps in service and staffing levels and underlined the necessity for improved oversight in the Student Success and Support Program (SSSP). To adequately address these gaps, the Student Services Action Plan was developed and resulted in several hires: a dean (student success), an associate dean (DSP&S), one full-time tenure track general counselor, an outreach and recruitment coordinator, an Admissions and Records evaluation technician, two limited-term (one-year) counselors, an articulation officer, and a part-time athletic counselor. The second gap has been partially mitigated by extended evening hours of services and online support (II.C.1-13).

The DE* Committee, in collaboration with Student Services, systematically contributes to assessments and improvement in student support services for DE* students. For example, the 2014 DE* survey brought to light the need for additional services in an online format. E-counseling was subsequently implemented and its efficacy evaluated in November 2015. Six students taking online courses participated in a focus group that was moderated by the DE* coordinator. Students indicated that E-counseling would be more convenient, especially when they had limited time. They also shared that E-counseling made it easier to talk to a counselor. Students recommended that the counseling and E-counseling links should be more visible and available on the main College web page. They also shared that it would help to have E-counseling mentioned on the course syllabus for all online and hybrid courses and to include information about E-counseling on the welcome email to DE students so that students are informed of this service. Based on the information gained through the focus group, counseling will work with DE and DE faculty to send out information to DE students about E-counseling services. Additionally, counseling will work on creating a quick link on the main LAMC web page (II.C.1-14a), (II.C.1-14b).

Although Student Services maintains the comprehensive and required support services mandated by the District and the state, the division needs to improve its overall leadership, organization and service delivery. This need has become evident given the past ACCJC recommendations, college assessments, and the recent expert consultant assessment conducted in September 2015. The College has identified eight areas for improvement that initiated one of the two action projects in the Quality Focus Essay (for further, see QFE).

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, student services, in collaboration with the DE* committee and the Office of Institutional Effectiveness (OIE), will engage in further outcomes assessment to improve the quality of services provided in all modalities. (QFE)
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Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.C.1-1 Student Support Services Websites
 - a) Admissions and Records
 - b) Associated Students Organization (ASO)
 - c) Assessment†
 - d) Athletics/Fitness Center
 - e) CalWORKS†
 - f) Child Development Center†
 - g) General Counseling
 - h) DSP&S
 - i) EOP&S
 - j) Foster Care and Kinship (FCKE)
 - k) Health Center
 - l) Financial Aid
 - m) International Students
 - n) Noncredit (GED preparation/Citizenship)
 - o) Outreach and Recruitment
 - p) STEM Counseling
 - q) Student Support Services/TRiO
 - r) Transfer Center
 - s) Veterans Affairs/Resource Center
- II.C.1-2 PROC Program Review Cycle/Timeline
- II.C.1-3 Student Support Services Committee Program Review Validations Website
- II.C.1-4 Evaluation of Student Services using the following data:
 - a) Staff Comparison Study
 - b) Comprehensive Faculty/Staff Survey
 - c) Comprehensive Student Survey
 - d) Point of Service Surveys
 - e) Focus Groups of Students and of Student Services Staff
 - f) Federal and State Requirements Analysis
- II.C.1-5 Student Services Service Area Outcomes (SAOs)
- II.C.1-6 August 2013 Gap Analysis
- II.C.1-7 District-wide Student Service area staffing levels comparison study
- II.C.1-8 Student Services Action Plan
- II.C.1-9 ACCJC July 2013 Action Letter
- II.C.1-10a EOP&S Annual Report
- II.C.1-10b DSP&S Annual Report
- II.C.1-10c Financial Aid Report
- II.C.1-10d SSS-TriO Report
- II.C.1-10e State Chancellor's Office Transfer Center Report
- II.C.1-10f State Chancellor's Office Articulation Report

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- II.C.1-11a Student Equity Plan
 - II.C.1-11b SSSP Plan
 - II.C.1-12a Fall 2014 DE Student Survey
 - II.C.1-12b 2014-2017 Distance Education Plan
 - II.C.1-13 Counseling Department Days and Hours
 - II.C.1-14a E-Counseling Email
 - II.C.1-14b Summary of E-Counseling Focus Group

II.C.2

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

Evidence of Meeting the Standard:

- The Student Services division utilizes several methods for identifying and assessing learning support outcomes; these include Program Review*, SAO assessments, and student surveys (II.C.2-1),(II.C.2-2),(II.C.2-3).
- During the 2013-2014 academic year, all Student Services units completed a cycle of comprehensive Program Review* and developed and/or revised their SAOs (II.C.2-4).
- In spring 2014, SSSC established a formal three-year Program Review* cycle for all student support services (II.C.2-5).
- The Student Services Task Force (SSTF) assists units with the implementation of Program Review* cycles and alignment with SAO assessments (II.C.2-6).

Analysis and Evaluation:

Since 2014, all Student Services units have undergone a full cycle of review, assessment, improvement plan, and implementation (II.C.2-7). For example, the assessment of an SAO in admissions and records illustrated staffing shortages that impaired the College's ability to meet state-mandated processing deadlines for degrees and certificates and forestalled reports on graduation data. The identified gap, reported in the Student Services Action Plan, led to the hiring of an evaluation technician in fall 2014 (II.C.2-8).

Surveys serve as another means to evaluate the adequacy of campus support services (II.C.2-9), (II.C.2-10). For example, EOP&S/CARE assessed its spring 2015 workshops with pre- and post-orientation surveys; based on significant gains measured in these, workshop offerings have been significantly expanded and are made available to all incoming students (II.C.2-11).

Student Services has conducted division-wide trainings and established a task force to assist the units with SAOs. Student services personnel have expressed a desire to receive on-going or additional training and workshops to improve SAO development and assessment.

ACTIONABLE IMPROVEMENT PLAN

The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veteran's affairs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.C.2-1 Student Services Program Review
- II.C.2-2 Student Services SAO Assessments
- II.C.2-3 Student Survey
- II.C.2-4 Student Services Comprehensive Review Results
- II.C.2-5 Student Support Services Committee Minutes – Comprehensive Review Cycle
- II.C.2-6 Email from College President – 4/7/2014
- II.C.2-7 College Council Meeting Minutes – 5/15/2014
- II.C.2-8 Student Services Action Plan – Vacancies
- II.C.2-9 Point of Service Surveys for Student Services Units
- II.C.2-10 2014 Fall Student Surveys
- II.C.2-11 EOP&S/CARE Pre/Post Orientation Survey Results

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER15)

Evidence of Meeting the Standard:

- The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes and College catalog (disseminated in print and online formats), brochures, and its website (II.C.3-1), (II.C.3-2), (II.C.3-3).
- Students may access services on campus, online, via e-mail, or by telephone. Select units maintain web pages with Frequently Asked Questions (II.C.3-4a-d).
- In April 2015, counseling activated ESARS, an online version of the SARS scheduling program (II.C.3-5).
- E-counseling was implemented in May 2015 (II.C.3-6).
- The College offers online tutoring through Link-Systems International (II.C.3-7).
- The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/time, and register for classes (II.C.3-8).
- Training and resources are provided to faculty to help them improve their support of students with disabilities (II.C.3-9),(II.C.3-10).

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- The College administers annual surveys to assess the accessibility of student support services (II.C.3-11).
 - Based on the recommendations of a student focus group, the DE* website has been redesigned for easier access (II.C.3-12),(II.C.3-13).
 - As part of its outreach activities, the College schedules early assessments for community members and high school students (II.C.3-14).
 - The College has significantly increased its concurrent enrollment offerings at local area high schools (II.C.3-15).
 - Campus kiosks provide online access to the website, schedule of classes, and registration information (II.C.3-16).
 - Several student services maintain evening hours (II.C.3-17a-c).
 - Textbooks may be purchased or rented on-campus, online, or via mail (II.C.3-18).
 - The Library provides an electronic repository of books and access to research materials. Textbooks are held on reserve for many courses (II.C.3-19).

Analysis and Evaluation:

The counseling department offers comprehensive and reliable services in online and face-to-face modalities. These include year-round e-mail advising and E-counseling as well as in person appointments and workshops during regular and evening hours.

A spring 2015 comprehensive assessment of support services for DE* students led to the redesign of the College website and a contract with Link-Systems International (LSI) (II.C.3-20). LSI's online tutoring services and White Board technology rigorously adheres to ADA accessibility requirements of both the Federal 508C legislation and the User Agent Web Accessibility Initiative (II.C.3-21). Support for students with disabilities is further enhanced by DSP&S' training of faculty and staff in the development and online posting of ADA-compliant documents (II.C.3-22a-t).

Additional services such as books on reserve and e-books, Library workshops, and electronic research databases are made available through the Library.

Various outreach activities, including the Fall Kickoff and Focus on Careers Fair, introduce new students to the campus and guide them through the application process, assessment, counseling, and financial aid. Scheduled assessments and concurrent enrollment opportunities in local high schools further enhance the visibility of the College in the community.

The counseling department is scheduled to commence a new cycle of self-assessment in fall 2015.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.3-1	LAMC Catalog
II.C.3-2	LAMC Schedule of Classes
II.C.3-3	LAMC Website
II.C.3-4a	Counseling FAQ Web Page
II.C.3-4b	Financial Aid FAQ Web Page
II.C.3-4c	EOP&S FAQ Web Page
II.C.3-4d	Online Tutoring Services Contract FAQ 2015
II.C.3-5	Counseling – Online ESARS
II.C.3-6	E-Counseling Implementation 2015
II.C.3-7	NetTutor
II.C.3-8	SIS System Screenshot of Menu
II.C.3-9	DE Website “Faculty Best Practices for Accessibility”
II.C.3-10	CCCCO High Tech Center Training Unit (HTCTU) on ADA/Section 504/508 Compliance for Faculty and Staff – 9/6/2014
II.C.3-11	Annual Student Surveys
II.C.3-12	DE Website
II.C.3-13	Student Focus Groups
II.C.3-14	High School Student Assessments
II.C.3-15	Concurrent Enrollment Data
II.C.3-16	Student Services Area Kiosks, page 2
II.C.3-17a	Financial Aid Schedule of Evening Hours
II.C.3-17b	Admissions and Records Schedule of Evening Hours
II.C.3-17c	Counseling Schedule of Evening Hours
II.C.3-18	Bookstore Textbook Website screenshot
II.C.3-19	Library Resources
II.C.3-20	DE Program Review
II.C.3-21	LSI (NetTutor) Online Tutoring Services Contract FAQ 2015
II.C.3-22a	College Council Minutes – 10/17/2013
II.C.3-22b	Student Support Services Committee Minutes – 2/11/2014
II.C.3-22c	DSPS Advisory/ADA Compliance Committee Minutes – 3/4/2014
II.C.3-22d	DSPS Advisory/ADA Compliance Committee Minutes – 5/27/2014
II.C.3-22e	DSPS Advisory/ADA Compliance Ad Hoc Committee on Accessibility Minutes – 6/2/2015
II.C.3-22f	Academic Senate Minutes – 10/2/2014
II.C.3-22g	Academic Senate Minutes – 11/6/2014
II.C.3-22h	Memo to Faculty/Staff on Creating Accessible Electronic Media – 2/3/2015
II.C.3-22i	DSPS Resources for Creating Accessible Electronic Media
II.C.3-22j	ADA Compliance Web Page
II.C.3-22k	Distance Education Committee
II.C.3-22l	Distance Education Committee Minutes – 12/17/2014

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- II.C.3-22m Distance Education Students and Accommodations
 - II.C.3-22n Captioning Videos, Creating Accessible Documents; Website Accessibility for DE
 - II.C.3-22o DE Notification Form
 - II.C.3-22p Fall 2014 Survey
 - II.C.3-22q College Wide Student Survey 2014
 - II.C.3-22r Student Focus Groups – Online Website Reviews/Recommendations
 - II.C.3-22s Orientation to Student Services for Online Students
 - II.C.3-22t SSSP Website

II.C.4

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

Evidence of Meeting the Standard:

- The athletics department upholds all criteria for student athletes including unit and GPA requirements, transfer eligibility, and various other rules established by the state, District, and College (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4).
- The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCCAA), the Los Angeles Community College District Board of Trustees, and state Education Code Sections 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5).
- Annual gender equity and financial reports are submitted to the United States Department of Education (USDE) and CCCCCAA (II.C.4-6).
- Co-curricular and athletics programs align with the social and cultural dimensions of the College and are assessed through Program Review* (II.C.4-1), (II.C.4-7), (II.C.4-8).
- The College promotes and routinely hosts musical performances, art, and athletic events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12).
- All co-curricular and athletic program budgets comply with the District policies and procedures and are maintained by the Business Office (II.C.4-13), (II.C.4-14), (II.C.4-15), (II.C.4-16).
- The Associate Student Organization (ASO) is an integral part of campus life and maintains a strong presence on shared governance committees (II.C.4-7), (II.C.4-17).

Analysis and Evaluation:

Co-curricular and athletics programs support the institution’s mission by providing “a culturally and intellectually supportive environment.” Athletics, theater and music productions, art exhibits, and student clubs contribute to and inform the social and cultural dimensions of the educational experience (II.C.4-8). The College is fully responsible for all co-curricular programs and their respective fiscal allocations.

The athletics department offers four intercollegiate sports: men’s soccer and baseball; and women’s volleyball and softball (II.C.4-1), (II.C.4-18). The unit assesses the integrity of its programs on an annual basis and faithfully adheres to policies established by CCCAA, the LACCD Board of Trustees, and state Education Code Section 67360-67365 (II.C.4-1), (II.C.4-2), (II.C.4-3), (II.C.4-4), (II.C.4-5). Annual reports submitted to USDE in compliance with the Equity in Athletics Disclosure Act and to CCCAA confirm the College’s sound fiscal practices and aspirations toward gender equity (II.C.4-6).

The latest comprehensive Program Review* and SAO assessments of athletic programs revealed a shortage in dedicated counseling hours and insufficient female athletic opportunities. Athletic counseling was subsequently augmented by nine hours per week, resulting in higher levels of transfer, success, and GPA among athletes relative to the general student population (II.C.4-1). To reinforce its commitment to female students, the College is currently seeking funds to augment its female athletic teams and to date has identified three potential sports for immediate implementation (II.C.4-6).

In addition to athletics, co-curricular programs such as art exhibits, musical and theatrical performances, and video screenings enhance students’ cultural experience and exposure to diversity. The institution provides economically viable opportunities for students to attend multicultural events, athletic contests, art shows, music and drama performances, and sponsored clubs and organizations events (II.C.4-9), (II.C.4-10), (II.C.4-11), (II.C.4-12). All co-curricular activities abide by prescribed assessments and review their respective budgets and align their offerings with the budgets, plans, and goals (II.C.4-13), (II.C.4-14), (II.C.4-15), (II.C.4-16).

ASO is an integral part of campus life and the shared governance structure. ASO conducts an annual Program Review* to attest to its viability and continued alignment with the College Mission. Student clubs and organizations enrich students’ social, cultural, and educational experience; furthermore, they grant students enhanced career skills, experience pertinent to their field of study, and the chance to give back to the community (II.C.4-7), (II.C.4-17).

ACTIONABLE IMPROVEMENT PLAN

The athletics program, in compliance with Title IX, will pursue additional opportunities for female student athletes to participate in intercollegiate athletics.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.C.4-1 Student Services Division – Athletics Unit Program Reviews:
- II.C.4-2 CCCAA Constitution and Bylaws:
- II.C.4-3 CCCAA Athletic Eligibility Forms:
- II.C.4-4 LACCD Board Rule Article VI- Intercollegiate Athletics
- II.C.4-5 State Education Code Sections 67360-67365

II.C.4-6	Title IX, EADA Report, and Gender Equity R-4 Report.
II.C.4-7	ASO Web Page
II.C.4-8	LAMC Mission Statement and Vision
II.C.4-9	Weekly Mission 11/2013 Jazz and Choir Concert
II.C.4-10	Weekly Mission 5/2014 Art Display
II.C.4-11	Weekly Mission 12/2014 Choir concert
II.C.4-12	Los Angeles Mission College Weekly Mission
II.C.4-13	Los Angeles Mission College Campus Forms:
II.C.4-14	Los Angeles Mission College Budget Forms:
II.C.4-15	Los Angeles Mission College Trust Account Forms:
II.C.4-16	LACCD Procurement Polies
II.C.4-17	ASO Constitution
II.C.4-18	LAMC Athletics Website

II.C.5

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

Evidence of Meeting the Standard:

- Counseling services are available to all students using a de-centralized service model. For example, students are provided counseling services and academic advising in units such as counseling, EOP&S, DSP&S, and veteran affairs (II.C.5-1a-d).
- Counselors regularly attend conferences/workshops, and participate in monthly District committees and campus in-service meetings to improve best practices and maintain currency in the field (II.C.5-2).
- Counselors conduct workshops and presentations to provide updates to faculty, staff, and administrators on counseling programs (II.C.5-3).
- The counseling department, in collaboration with academic affairs and discipline faculty, participate in the Discipline Advisors' Program to advise students on specific majors and careers (II.C.5-4).
- The counseling department regularly updates the information in the catalog, the schedule of classes, the College website, and social media venues (II.C.5-5), (II.C.5-6).
- Counseling services and orientation are available in a variety of modalities, including face-to-face or online conferencing, and counseling courses (II.C.5-7a-f).
- Students receive timely, accurate information on academic requirements, assessment, and orientation. Based on the students' academic goals, specific program support (i.e. EOP&S, TRiO, STEM, etc) and Transfer Center services are made available to them (II.C.5-8).
- Counselors' performance is regularly assessed by way of faculty evaluations and student services surveys (II.C.5-9),(II.C.5-10).

Analysis and Evaluation:

Counselors participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Monthly in-service trainings are available to ensure that counseling faculty are providing consistent, accurate and timely information about relevant academic requirements.

The Discipline Advising Program is a collaboration between counselors and discipline faculty to advise students on their major and career pathway as well as provide referrals to resources (II.C.5-11).

In fall 2014 the Student Success and Support Program (SSSP) provided additional funding to improve the delivery and timeliness of student services on core services (II.C.5-12).

Student satisfaction with support services has remained in the 60-62 percent range in 2013-2014 and 2014-2015 (II.C.5-13a-b). These results prompted the counseling department to undergo customer service training in spring 2015 and improve satisfaction levels (II.C.5-14). The department, with the aid of the District Employee Assistance Program, has included customer service training in its professional development activities (II.C.5-15). The statistical reports from the SARS scheduling system and data from annual student surveys have allowed the counseling department to make changes in managing services and in adjusting the availability of counselors (II.C.5-16).

Increased resources in counseling, outreach, recruitment, allocated by both Student Services and Academic Affairs, resulted in significantly higher rate of completion of orientation and student educational plans. In fall 2014, the completion rates among all new students was 75 percent for assessment, 51 percent for orientation, and 60 percent for counseling. By comparison, in fall 2015, the respective completion rates had increased to 84, 69, and 74 percent (II.C.5-17).

E-counseling, implemented in spring 2015, aims to increase access for DE* students and to establish a more interactive student educational plan (II.C.5-18).

As indicated in Standard II.C.1, additional support staff and counseling hires have been necessary to maintain services and increased, timely access for students. Additional tenure-track and limited-term counselors have significantly reduced student wait times. During the first week of fall 2014, general counseling assisted 381 students with an average wait time of 41 minutes; in comparison, 647 students were helped in fall 2015 and the average wait time was reduced to 16 minutes (II.C.5-19).

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, student services, in collaboration with the SLO coordinator and OIE, will create and implement training to improve the design, implementation, and assessment of SAOs. (QFE)

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.5-1a	LAMC Catalog Counseling Page
II.C.5-1b	LAMC EOP&S Page
II.C.5-1c	LAMC Catalog DSP&S Page
II.C.5-1d	LAMC Veterans Page
II.C.5-2	Counselor Conferences, Workshops and In-services
II.C.5-3	Campus Workshops and Presentations
II.C.5-4	Discipline Advisor Program Handbook
II.C.5-5	Email from Scheduler Regarding Catalog and Schedule Revisions
II.C.5-6	Counseling Department Website and Facebook Page
II.C.5-7a	Counseling Website
II.C.5-7b	DSP&S Website
II.C.5-7c	EOP&S Website
II.C.5-7d	TRiO Website
II.C.5-7e	Transfer Center Website
II.C.5-7f	PD 17 Course Screenshot
II.C.5-8	AOC Website
II.C.5-9	Counselor Student Evaluation Form
II.C.5-10	Student Services Surveys
II.C.5-11	Discipline Advisor Program Participants
II.C.5-12	2014-15 Student Success and Support Program Plan
II.C.5-13a	Fall Supplemental Student Services Survey – Fall 2013
II.C.5-13b	Student Services Survey Fall 2014
II.C.5-14	Spring 2015 Customer Service Training
II.C.5-15	EAP Customer Service Training
II.C.5-16	SARS Data
II.C.5-17	Fall 2014 and Fall 2015 AOC Data
II.C.5-18	E-Counseling Electronic SEP – Also See II.C.1 and II.C-3
II.C.5-19	Fall 2014 and Fall 2015 SARS Data

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard:

- Admission policies adhere to Title 5, the Education Code, District Board Rules, and District Administrative Regulations (E-regs) and support student preparation for successful transfer, career technical education, and improvement of basic skills (II.C.6-1a-c).
- The College catalog clearly delineates specific qualifications for courses within programs, including pre- and co-requisite requirements (II.C.6-2).

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- Counselors assist students in developing educational plans and clear educational pathways (II.C.6-3), (II.C.6-4), (II.C.6-5).
 - Admissions staff support SSSP through student notification of dismissal and probation. The evaluators review student completion of transfer certification and graduation requirements, and ensure that certificates of achievement and degrees are accurately posted to the student transcript (II.C.6-6).
 - Several departments and disciplines participate in campus events such as CTE Transitions day, Focus on Careers day, Fall Kick Off, and High School Senior Day to apprise students on various certificates, degrees, transfer, and career opportunities (II.C.6-7 through II.C.6-13).
 - The counseling department schedules career exploration workshops and has established an online Career Resource Center for undecided students (II.C.6-14).
 - The First-Year-Experience was launched with Summer Bridge offering courses from sub-collegiate to transfer levels to facilitate the completion of transfer-level mathematics and English courses by the end of students' first year of enrollment (II.C.6-15), (II.C.6-16).
 - The mathematics department offers summer boot camps to assist students in strengthening their skill level and improve placement scores (II.C.6-17).
 - Several certificates and degrees in child development, multimedia, and health science, streamlined requirements to create pathways and meet students' aspirations in specific career fields (II.C.6-18), (II.C.6-19).
 - The College organizes an annual transfer fair with representatives from the CSU and UC systems and private universities to help students make an informed choice on transfer (II.C.6-20).

Analysis and Evaluation:

The Office of Admissions and Records reviews and processes all applications and directs new students to the next steps – assessment, orientation, and counseling (AOC). The Student Success Initiative has granted the College the means for improved assistance to students developing abbreviated or comprehensive student SEPs. In spring 2015, electronic SEPs were developed and made available for use by students and counselors (II.C.6-4).

The catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and program learning outcomes* (PLOs). Some of the courses listed within programs specify pre- and co-requisite requirements necessary to enroll in the course.

Various campus events expose students to information about programs and support services. The Focus on Careers day highlights individual CTE programs and pathways and alerts students to the skills necessary in various industries. The Career and Technical Education Transitions Program partners with high schools, businesses, and community colleges to develop occupational pathways and work-based learning experiences in a sequential program of study.

In summer 2015, the First-Year-Experience (FYE) was launched. Participating students were placed in an English or mathematics workshop to strengthen weaknesses and improve placement. The experience with the FYE cohort elucidated the need for short-term English courses to expedite course completion in English competencies.

Several campus programs are customized to streamline requirements for program completion. For example, child development certificates are aligned with state standards to meet workforce, licensing, and commission on teacher credentialing permit requirements.

The health sciences associate degree was updated to incorporate degree options such as nursing, dental assisting, radiologic technology, and other allied health fields.

In a targeted transfer effort, the College's law discipline participates in the "Community Colleges Pathway to Law School" initiative. Students enjoy course transfer, are exposed to the law school experience, receive individual advisement and mentoring from law school advisors, undergo financial aid counseling and LSAT preparation, and are eligible for application fee waivers for admission to participating law schools (II.C.6-21),(II.C.6-22).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.6-1a	Chapter VIII Article VI Board Rule – Limitation
II.C.6-1b	Chapter VIII Article III Board Rule
II.C.6-1c	LAMC Catalog
II.C.6-2	Statement of Student Qualifications for Admission
II.C.6-3	Student Educational Plan
II.C.6-4	Sample SEP with Advising Form, Catalog and Assist
II.C.6-5	SARS Report for Number of SEPs – 7/1/2014 through 6/30/2015
II.C.6-6	Sample of Communication Letters/Emails for Probation, Dismissal, Graduation and Earned Certificates and degree
II.C.6-7	Flyer for CTE Transitions Day, Focus on Careers Day, Fall Kick Off, and High School Senior Day Fall Kickoff
II.C.6-8	Focus on Careers Day 2013 Attendance Sheet
II.C.6-9	Focus on Careers Day 2013 Program Flyer
II.C.6-10	Focus on Careers Day 2013 Attendance Sheet
II.C.6-11	CTE Transitions Website Focus on Careers Day 2014 Program Flyer
II.C.6-12	CTE Transitions Counselor Day Sign-in Sheet 2014
II.C.6-13	Attendance Sheet 2013
II.C.6-14	Counseling Department Career Workshop Flyer and Website
II.C.6-15	FYE Meeting Summaries
II.C.6-16	Summer Bridge Schedule
II.C.6-17	Math Summer Boot Camp
II.C.6-18	Health Science AS Degree
II.C.6-19	Child Development Certificate

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- II.C.6-20 Transfer Fair Announcement
 - II.C.6-21 Paralegal Studies Program Website
 - II.C.6-22 CCC Paralegal Pathways Press Release – May 2014

II.C.7

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

Evidence of Meeting the Standard:

- Assessments are administered electronically on campus and in paper format at off-campus sites (II.C.7-1).
- Placement instruments must be approved for use by the California Community College Chancellor's Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges (II.C.7-2).
- As an open-access institution, the College utilizes an electronic system (CCCApply) to process student applications. Paper applications are used as needed in off campus locations recruitment efforts (II.C.7-3),(II.C.7-4).
- Admissions & Records participates in Program Review and SAO assessment (II.C.7-5), (II.C.7-6).
- The mathematics department regularly evaluates the effectiveness, suitability, and reliability of its placement tests (II.C.7-7), (II.C.7-8), (II.C.7-9), (II.C.7-10), (II.C.7-11), (II.C.7-12), (II.C.7-13).
- ESL placement tests were found to be inaccurate for various levels and prompted ESL faculty to create new writing exercises for placement. The Common Assessment test is due to replace the current placement test, COMPASS ESL, in spring 2016 (II.C.7-14).
- Results from a 2010 English Placement Survey indicated 69% of participating students believed they were placed at the right level of English (II.C.7-15).

Analysis and Evaluation:

The College is an open-access institution and adheres to the State Chancellor's Office policies for enrollment eligibility. Incoming students may take placement tests in English, mathematics, and ESL year around (II.C.7-1).

In spring 2008, the mathematics department adopted the MDTP assessment tool. Cutoff scores were researched in fall 2009 and reassessed in spring 2012 to improve their alignment with the department's curriculum. In summer 2014, mathematics faculty once again reviewed and re-adjusted the cutoff scores to incorporate placement levels for new courses.

In fall 2013, discipline faculty evaluated the ESL placement exam administered by the ACT computerized adaptive test COMPASS. During the first week of fall 2013, credit ESL faculty tested, using the same writing prompt that was administered in the past (CESLA), all students enrolled in levels 3-8 of ESL. Faculty graded each sample and compared the results with the COMPASS assessment placement results. The data revealed that 77 percent of students

were placed in a level higher than that warranted by their writing sample, indicating that the computerized COMPASS ESL assessment did not accurately place students into the ESL sequence (II.C.7-14).

In spring 2016, the statewide Common Assessment will replace COMPASS ESL. The Common Assessment encourages the use of multiple measures such as local tests or writing prompts and will give the College discretion in the weighing of various components. Locally added measures will require validation and approval by the State Chancellor's Office prior to implementation (II.C.7-2).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.C.7-1	LAMC Assessment Website
II.C.7-2	Chancellor's Approved Placement Instruments – July 2015
II.C.7-3	CCCApply Website
II.C.7-4	LAMC Paper Application
II.C.7-5	A&R Program Review
II.C.7-6	A&R SAO Assessments
II.C.7-7	MDTP Cut Scores Based on East Model
II.C.7-8	Comparison MDTP Placement Results – Spring 2008
II.C.7-9	MDTP Benchmark Memo Spring 2008
II.C.7-10	MDTP Sample Test Section List Memo – Spring 2012
II.C.7-11	2014 MDTP Cutoff Scores
II.C.7-12	Math Placement Criteria – 8/20/2014
II.C.7-13	Math Placement Model E-mail – 7/31/2014
II.C.7-14	Evaluation of ESL Placement Test
II.C.7-15	English Placement Test Email 4/2010

II.C.8

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

Evidence of Meeting the Standard:

- The District Board Rules and Administrative Regulations govern the care, maintenance, upkeep, and secure backup of the College's student records (II.C.8-1a-e).
- Policies for release of student records and provisions of FERPA are detailed in the College catalog, printed course schedules, and website (II.C.8-2a-c).
- The College strictly adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) (II.C.8-3a-m).
- Students are issued randomly generated Student Identification (SID) numbers to protect the security of their Social Security numbers (II.C.8-4).

- The Student Information System (DEC) stores all student records and is backed up by the District server (II.C.8-5).
- Electronic and imaged records are secured in the student information system. All are password protected, and security levels set by employee classification and job duties (II.C.8-6).
- Students may access their password-protected student records, including their transcripts and placement results, via the SIS system (II.C.8-7).
- Following is a list of offices and record keeping practices:

EOP&S/CARE	Paper records are kept for seven years in a secure storage, then shredded.
Non Credit Program	Student information is scanned and stored in a secure District-backed server.
Counseling	Student files are kept in locked file cabinets. SEPs are scanned and stored in Viatron with backup files on the campus share drive.
Transfer Center	The Transfer Center maintains records in a locked file cabinet at all times.
Veterans/International Student Programs	Files for both programs are maintained for four years and are kept confidential. Non-active files are kept for years and secured. Older files are stored in boxes and locked in the director's office. Military personnel are allowed access to the records of enrolled veterans, pending approval through the Admission & Records policies.
STEM	The STEM program collects student information in the STEM network shared folder which is backed by the campus server. The STEM counseling student records (hard copies) are stored and locked at the STEM Counselor's office. Student counseling records will be maintained at this location for the duration of the grant. Upon conclusion of the program, student records will be relocated to the general counseling office where they will become part of the general counseling records.
DSP&S	DSP&S maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c). In keeping with LACCD recommendations, DSP&S maintains student records in perpetuity (hard copies of student files are kept for five years; thereafter, records are scanned and stored in an electronic format).

Financial Aid	Financial Aid paper records are stored in a locked cabinet for one year until they are scanned and entered into the computer program Viatron. Those paper records are then shredded.
Admissions and Records	Paper Student records are stored securely in a fireproof vault in Admissions and Records. In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years' files are systematically scanned into Viatron.

Analysis and Evaluation:

Student record and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website (II.C.8-4a-m). All employees are reminded of Board policies regarding the appropriate use of confidential information each time they log onto the District computer system (II.C.8-8).

Student data are protected by the student information system and employee access is based upon administrative approval. Users complete the DEC Online Authorization form to identify the access needed. An employee's level of access is determined at the time of hire and is based on the nature of the position. The IT supervisor automatically receives e-mail messages from the SAP workflow identifying users whose access should be revoked (II.C.8-4).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- II.C.8-1a Interoffice Correspondence from District General Counsel Questions Commonly asked by Faculty – 11/2/2009
- II.C.8-1b LACCD Board Rule Article IV Section 8400
- II.C.8-1c LACCD Board Rule Article II Section 5201
- II.C.8-1d LACCD Administrative Regulation E-105
- II.C.8-1e LACCD Administrative Regulation E-99
- II.C.8-2a 2014-2015 LAMC College catalog, pages 59-60
- II.C.8-2b Screenshot Fall 2015 Class Schedule
- II.C.8-2c Screenshot Spring 2015 Class Schedule
- II.C.8-3a Admissions and Records Staff Meeting Minutes – 8/27/2015
- II.C.8-3b Council of Instruction Meeting Minutes – 9/2/2015
- II.C.8-3c Academic Senate Meeting Minutes – 9/30/2015
- II.C.8-3d Sociology Department E-mail – 8/28/2015
- II.C.8-3e Counseling Department FERPA training
- II.C.8-3f Student Support Services Committee Minutes – 9/15/2015
- II.C.8-3g Business and Law Staff Meeting Minutes – 8/27/2015
- II.C.8-3h Financial Aid 8/1/2014 Workshop Attendance Sheet 1
- II.C.8-3i Financial Aid 8/1/2014 Workshop Attendance Sheet 2

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- II.C.8-3j Financial Aid 8/5/2014 Workshop Attendance Sheet 3
 - II.C.8-3k Financial Aid Workshop Agenda – 8/20/2015
 - II.C.8-3l Financial Aid Workshop Slides – 8/20/2015
 - II.C.8-3m College FERPA Web Page
 - II.C.8-4 E-mail from Information Technology Department – 7/16/2015
 - II.C.8-5 DEC – Student Information System
 - II.C.8-6 Email from Manager of IT regarding security of student records
 - II.C.8-7 SIS System Screenshot
 - II.C.8-8 Screenshot of Log-in System

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. HUMAN RESOURCES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

III.A.1

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

Evidence of Meeting the Standard:

- The LACCD Human Resources Division (HRD), Board Rules, and the Personnel Commission (PC) collectively guide the hiring process in the District. Faculty and academic administrator hires occur under HRD's purview, whereas non-teaching and other classified positions are overseen by PC (III.A.1-1 through III.A.1-4).
- Faculty hires and selection committees adhere to the state minimum qualifications, LACCD HR Guide, and the District Academic Senate faculty hiring procedures (III.A.1-5 through III.A.1-7).
- Open positions are advertised on the California Community Colleges Registry and other job sites, at local job fairs, and with national professional organizations and local area colleges (III.A.1-8),(III.A.1-9).
- Classified job descriptions are collaboratively reviewed by PC, the District, and applicable unions (III.A.1-10).
- Academic candidates with degrees from non-U.S. institutions must have their degrees evaluated by a certified U.S. credential review service (III.A.1-11).
- The District relies on the Council of Higher Education Accreditation (CHEA) Database to assess classified candidates' degrees obtained from non-US institutions. (III.A.1-12).
- Job descriptions for various positions relate directly to the institution's mission and goals. (III.A.1-13).

Analysis and Evaluation:

The College Mission informs all employee selections: all faculty serve in one or more of the areas of basic skills, preparation for transfer, career and technical education, workforce development, or lifelong learning while support staff and administrators provide direct services to students, support faculty, supplement classroom instruction, or maintain a safe and clean campus.

As mandated by LACCD Board Rule 10304.1, all job announcements include applicable duties and responsibilities; minimum/desirable qualifications and/or licensure requirements; and all necessary knowledge, skills, and/or abilities, including sensitivity to and understanding of the diverse population that the College serves (III.A.1-1 through III.A.1-8).

Job announcements are available electronically on the District website and in hard copy format at the College campus (III.A.1-9). Recruitment for all faculty and administrator positions is done on a national level. Depending on the nature and level of the job, recruitment of classified personnel is done on a local, regional, state, and/or national level (III.A.1-10). Current classified employees may request a transfer by applying for positions in their current or related job classifications.

Faculty selection committees review all eligible applications, conduct interviews with selected candidates, and forward the finalists' names to the College President (III.A.1-8). This President makes the final selection and forwards the hiring packet to the District HRD, which appraises the candidate's minimum qualifications, degrees, and work history, and conducts reference and background checks. Candidates with certification from foreign universities must, at the time of application, provide equivalency documentation issued by a U.S. credential review service (III.A.1-12).

PC is responsible for the development and classification of job descriptions and the recruitment and testing of applicants for classified positions (III.A.1-2),(IIIA.1-11). The development of test materials and rating of candidates is managed in consultation with internal and external experts. Furthermore, all applications are screened to ensure adherence to the District's minimum qualifications.

The PC audit unit ensures adherence with all state, District, and PC rules. Following a comprehensive review of all job descriptions in 2012, a five-year review cycle of all classified job descriptions was established to ensure they accurately reflect position duties, responsibilities, and authority. In addition, job description reviews may be initiated at any time by the administration, union, or PC.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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|-----------|--|
| III.A.1-1 | LACCD Board Rule Chapter X – Human Resources, Article III, 10304.1, Section 2.2 – Selection Policies |
| III.A.1-2 | LACCD Personnel Commission Website |
| III.A.1-3 | LACCD HR Guide R-000 – Recruitment, Selection and Employment |

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- III.A.1-4 LACCD Board Rule, Chapter X, Article III, Section 10304
 - III.A.1-5 Minimum Qualifications for Faculty and Administrators in California Community Colleges
 - III.A.1-6 LACCD Human Resources Guide HR-100 – Academic Minimum Qualifications
 - III.A.1-7 LAMC Academic Senate Faculty Hiring Procedures
 - III.A.1-8 Sample LAMC Job Announcements for Faculty and Administrator Positions
 - III.A.1-9 Sample LACCD Personnel Commission Job Announcements for Classified Positions
 - III.A.1-10 LACCD Personnel Commission Job Review Process Flowchart
 - III.A.1-11 Foreign Degree Equivalency
 - III.A.1-12 Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs
 - III.A.1-13 Refer to III.A.1-8 and III.A.1-9

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard:

- The College’s Academic Senate Faculty Hiring Procedures guide faculty hiring on campus (III.A.2-1).
- LACCD HR Guide HR-000 delineates the requirements and procedures pertaining to the recruitment and selection of academic, classified, and unclassified staff (III.A.2-2).
- Faculty must meet the minimum qualifications established by the State of California (III.A.2-3).
- The development and review of curriculum, as well as the assessment of learning, are included in all faculty job announcements and form an important component of fulltime faculty duties. Adjunct faculty participate in learning outcomes assessment but are not required to develop SLOs (III.A.2-4).

Analysis and Evaluation:

The College Mission, upheld by instructional programs, are carried out by a sufficient number of full time and adjunct faculty, all of whom meet state-mandated minimum qualifications and hold degrees appropriate to their field of instruction. Faculty job descriptions include desirable qualifications and require specific discipline knowledge and teaching expertise (III.A.2-1).

All faculty interview process routinely involve a teaching demonstration, evaluated for content expertise, teaching ability, engagement with the audience, and use of appropriate technology.

Curriculum development and revision, as well as the assessment of learning outcomes, constitute an integral part of faculty responsibilities. Discipline experts adhere to curriculum

revision and learning outcomes assessment cycles as set forth by the Curriculum* and Learning Outcomes Assessments (LOAC*) Committees.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.2-1 LAMC Academic Senate Faculty Hiring Procedures
- III.A.2-2 LACCD Human Resources Guide HR-000 – Recruitment, Selection and Employment
- III.A.2-3 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A.2-4 Refer to III.A.1-8

III.A.3

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

Evidence of Meeting the Standard:

- All administrators meet the Academic Service minimum qualifications and hiring requirements in accordance with LACCD Board Rule, Chapter X, Article III, Section 10307 (III.A.3-1).
- LACCD HR Guide HR-000 delineates the requirements and procedures pertaining to the recruitment and selection of academic, classified, and unclassified staff (III.A.3-2).
- PC is responsible for periodic reviews of classified job descriptions and the development of selection procedures (III.A.3-3).
- Performance evaluations provide an opportunity for formative assessments and allow the College to sustain its academic quality and institutional effectiveness:
 - Classified employees are evaluated annually according to the AFT College Staff Guild, Local 1521A contract (III.A.3-4).
 - The performance of department chairs in their managerial capacity is distinct from their faculty evaluations and outlined in the Faculty Guild Collective Bargaining Agreement (CBA) (III.A.3-5). Chairs are elected by full-time faculty within their department for three-year terms and evaluated by their respective deans on an annual basis.
 - The performance review of administrators is addressed in Standard III.A.5.

Analysis and Evaluation:

The appraisal of minimum qualifications, degrees, and work history of applicants is performed by the District HR audit unit for academic administrators and by the District PC audit units for classified managers. The College conducts reference and background checks for classified administrative candidates while the HR audit unit performs this task for prospective academic administrators.

Academic candidates holding degrees from foreign universities must, at the time of application, provide equivalency documents issued by a U.S. credential review service (III.A.3-1),(III.A.3-2). Foreign-issued degrees of classified administrative candidates are verified based on the CHEA

Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations (III.A.3-3).

The College's dedication to sustained quality and effectiveness is demonstrated by regular performance reviews of administrators and other personnel responsible for educational programs and services. All classified personnel are evaluated on an annual basis by their immediate supervisor. The evaluation of department chairs, delayed in recent years due to a shortage in administrative staff, has been scheduled for the 2015-2016 academic year.

All evaluations are performed with the goal of improving college effectiveness, student success, and academic quality. As such, all performance review forms contain indicators to that effect (Refer to List of Evidence III.A.5-2).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.3-1 LACCD Board Rule Chapter X – Human Resources, Article III, Section 10307
- III.A.3-2 LACCD Human Resources Guide HR-000 – Recruitment, Selection and Employment
- III.A.3-3 LACCD Personnel Commission Website
- III.A.3-4 AFT College Staff Guild, Local 1521A – Article 16 Procedure for Performance Evaluation, page 32
- III.A.3-5 Los Angeles College Faculty Guild, Local 1521 – Article 19 Evaluation, page 69

III.A.4

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

Evidence of Meeting the Standard:

- The LACCD Board Rule Chapter X, Article III, Section 10305, requires that all degrees, foreign or domestic, are from an approved accredited university (III.A.4-1).
- Academic candidates who have earned degrees from non-U.S. institutions are required to have their degrees evaluated by an approved certified U.S. credential review service (III.A.4-2).
- Classified hires holding degrees from non-U.S. institutions are evaluated based on the previously mentioned CHEA Database. Candidates with degrees omitted from the CHEA Database are required to have their credentials evaluated through a reputable foreign degree evaluation service (III.A.4-3).

Analysis and Evaluation:

Candidates with degrees from non-accredited US institutions are ineligible for interview or employment at the College.

Prospective faculty and administrators who have earned degrees from non-U.S. institutions are required to have their postsecondary transcripts and degrees evaluated by an agency endorsed by the California Commission on Teaching Credentialing Office (III.A.4-2).

Candidates are not eligible for classified employment until a degree equivalency evaluation is received by the Personnel Commission (III.A.4-3).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.4-1 LACCD Board Rule Chapter X – Human Resources, Article III, Section 10305 – The Equivalence Policy for Faculty Qualifications
- III.A.4-2 Foreign Degree Equivalency
- III.A.4-3 Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs

III.A.5

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

Evidence of Meeting the Standard:

- The Evaluation Alert System (EASY) sends notifications to supervisors alerting them of their staff's evaluation timeline (III.A.5-1).
- The evaluation of faculty, academic administrators, classified administrators, and staff is conducted according to each group's CBA (III.A.5-2).
- LACCD Personnel Commission Rule 702 describes the performance evaluation process for probationary and permanent classified employees (III.A.5-3),(III.A.5-4).

Analysis and Evaluation:

The College uses employee performance evaluations in accordance with applicable CBAs to optimize productivity and promote continuous improvement and institutional effectiveness (III.A.5-2).

Faculty: Tenured and adjunct faculty are evaluated following the procedures set forth in Article 19 of the AFT Agreement. Tenured faculty are evaluated every three academic years, while adjunct faculty receive a formal evaluation before the end of their second semester and at least once every six semesters.

Procedures for the evaluation of tenure track faculty are described in Article 42 of the AFT Faculty Agreement. The tenure review process is rigorous and includes a five-member tenure review committee.

Deans, Associate Deans and Assistant Deans: Evaluations follow the procedures set forth in Article 8 of the Administrators' Contract. Deans are evaluated no later than 12 months after the start date of their assignment and every year thereafter.

Academic and Classified Administrators: The College President evaluates the Vice Presidents according to District policies, while the District Chancellor evaluates the College President's performance.

Classified Employees: Evaluations for classified employees, except SEIU Local 721, are conducted yearly by June 30. Unrepresented classified employees, including confidential employees, are evaluated on an annual basis according to District and PC rules (III.A.5-3).

ACTIONABLE IMPROVEMENT PLAN

Despite EASY, some classified employee evaluations have been conducted in irregular cycles. Furthermore, the recent hiring of a large number of deans has created a backlog in administrative performance review. The College will work more closely with its Personnel Office to identify and close gaps in performance evaluations.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.5-1 Screenshot of LACCD Evaluation Alert System (EASY)
- III.A.5-2 LACCD Collective Bargaining Agreements
 - Los Angeles College Faculty Guild, Local 1521 – Article 19 Evaluation
 - AFT College Staff Guild, Local 1521A – Article 16 Procedure for Performance Evaluation
 - Los Angeles/Orange Counties Building and Construction Trades Council – Article 15, Performance Evaluation Procedure
 - Los Angeles City and County Schools Employees Union, Local – Article 12, Performance Evaluation Procedure
 - California Teamsters Public, Professional and Medical Employees Union, Local 911 Article 8, Evaluation for Administrators
 - Supervisor Employees' Local 721 – Article 11 Performance Evaluation Procedure
- III.A.5-3 LACCD Personnel Commission Laws and Rules 702 – Performance Evaluation for Probationary and Permanent Classified Employees
- III.A.5-4 LACCD Performance Evaluations Forms for Employees in the Classified Service – Clerical//Technical; Crafts; Operations; and Classified Supervisors

III.A.6

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

Evidence of Meeting the Standard:

- Faculty performance evaluations are outlined in the AFT, Local 1521 CBA and incorporate SLO assessments as part of the faculty contractual responsibility (III.A.6-1).

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- The faculty driven SLO initiative has incorporated the values of quality teaching and student achievement into a very effective College assessment model (III.A.6-2).

Analysis and Evaluation:

Since 2010, participation in the SLO assessment cycle and inclusion of SLOs in class syllabi have been incorporated into evaluation forms for all full-time and adjunct faculty.

Academic administrators, while overseeing outcomes assessments through the supervision of faculty, are currently not evaluated in a direct fashion on using the results of the assessment of SLOs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.6-1 LACCD Faculty Guild, Local 1521, Appendix C, Section II, p. 180

III.A.6-2 SLO Online System Website

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard:

- The College hired 11 probationary faculty in 2014-2015 and has planned for another 12 for 2015-2016 (III.A.7-1),(III.A.7-2). Adjunct faculty are hired as needed to address the instructional/student services needs.

Analysis and Evaluation:

The College employs a sufficient number of experienced and qualified faculty, both full-time and adjunct, to achieve its institutional mission.

Guided by the District Office, the College moves consistently closer to meeting its Faculty Obligation Number (FON) determined by the state of California. Approval of permanent faculty hires occurs through the Program Review, Faculty Hiring Prioritization, and Budget and Planning process. The President, in consultation with the Chancellor and Academic Senate, makes the final determination of how many full-time faculty will be hired each year. Despite several years of budget reductions, the College has remained compliant with the District Allocation Model and the state-mandated Faculty Obligation Number (FON) (III.A.7-2). The number of adjunct faculty often fluctuates to accommodate ebbs and flows in enrollment.

The College currently employs 86 full-time and 282 adjunct faculty. The low full-time to part-time faculty ratio poses a number of challenges, including sustained participation in shared governance. According to the fall 2014 Faculty and Staff Survey, only one-third of

respondents agreed or strongly agreed that “There are enough qualified faculty with full-time responsibility to the College.” The District is attempting to address these needs in part by revising the District Allocation Model to provide additional funds to support full-time faculty positions. In fall 2014 the District instructed the College to hire 12 tenure-track faculty for 2015-2016 to comply with the state mandated Faculty Obligation Number (FON).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.7-1 2014-2015 LAMC Probationary Faculty Positions Filled
III.A.7-2 LACCD Allocation Model for Los Angeles Mission College

III.A.8

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

Evidence of Meeting the Standard:

- A New Faculty Orientation is scheduled at the start of each fall semester (III.A.8-1).
- Department chairs provide guidance to adjunct faculty in the development of syllabi and the assessment of SLOs (III.A.8-2).
- Adjunct faculty receive a formal evaluation before the end of their second semester and subsequently at least once every six semesters of employment (III.A.8-3).
- The Eagle’s Nest extends professional development to all faculty through technical assistance, online resources, workshops, and in-person training sessions (III.A.8-4).

Analysis and Evaluation:

The New Faculty Orientation typically consists of a campus tour, an orientation on college policies and administrative procedures, and the introduction of new employees to key college personnel (III.A.8-1).

Performance reviews of adjunct faculty include administrative, student, self, and peer evaluations. Department chairs coordinate and oversee adjunct evaluations (III.A.8-3).

In spring 2015, the Eagle’s Nest has sponsored 16 professional growth opportunities to support all faculty (III.A.8-4).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.8-1 Fall 2015 New Faculty Orientation Agenda – 8/25/2015
III.A.8-2 Student Learning Outcomes Annual Summit – 11/6/2015
III.A.8-3 Los Angeles College Faculty Guild, Local 1521 – Article 19 Evaluation, page
III.A.8-4 LAMC Eagle’s Nest Website

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard:

- LACCD employment guidelines are set forth by HRD for faculty and academic administrator hires, and by the Personnel Commission (PC) for all others (III.A.9-1),(III.A.9-2).
- The fall 2014 Faculty and Staff Survey solicited the campus' response to: "*There is a sufficient number of classified staff to support the College's Mission and purpose*" (III.A.9-3).
- Since fall of 2014, the College has filled 12 classified positions (III.A.9-4).

Analysis and Evaluation:

The College maintains a sufficient number of qualified staff to support the instructional, technological, physical, and administrative operations of the institution. The LACCD Board of Trustees and the Personnel Commission ensure that all state requirements and District policies are met relative to faculty and classified staff employment (III.A.9-1),(III.A.9-2). See III.A.1.

According to the LAMC 2014 Faculty and Staff Survey, only 36 percent of survey respondents agreed or strongly agreed that: "*There is a sufficient number of classified staff to support the College's Mission and purpose*" (III.A.9-3).

As indicated in the 2013 Follow-Up Report to the ACCJC, the College determined that the Student Services division was understaffed and did not adequately meet students' needs. To correct this gap, the College undertook an overall assessment of its student support services offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and state requirements. Throughout the fall 2013 and spring 2014 terms, the College conducted several research activities to determine the full scope of services it needs to offer to meet the diverse needs of students. One area in particular was adequate staffing levels. Based on the findings, the College developed an action plan which resulted in filling many staffing positions that enabled the division to deliver an acceptable and sustainable level of service to students. The College needs to re-assess the staffing levels in Student Services in order to determine if they are meeting performance goals (III.A.9-4), (This topic will be further explored in the Quality Focus Essay).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.9.1	LACCD Board Rule Chapter X – Human Resources, Article III, 10304.1, Section 2.2 – Selection Policies
III.A.9-2	LACCD Personnel Commission Web Page
III.A.9-3	Fall 2014 LAMC Faculty and Staff Survey Results, page 38
III.A.9-4	2014-2015 LAMC New Classified Hires

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard:

- Five key administrator positions have been filled since the last ACCJC visit in April 2014 (III.A.10-1),(III.A.10-2a-d).

Analysis and Evaluation:

Since the last ACCJC team visit in April 2014, the College has filled key leadership positions. In academic affairs, two permanent deans and one interim dean have been added to the ranks. A fourth dean overseeing Career and Technical Education retired in July 2015 and her position was advertised in fall 2015. The administrative structure in Student Services has been expanded to include a new dean of Student Success and an associate dean of Disabled Student Programs and Services

The quantity and quality of administrative leadership demonstrates a commitment to effective leadership and services in support of the College's Mission, Vision, and Purpose (III.A.10-1), (III.A.10-2a-d). For further details, please refer to standards III.A.1 and III.A.9.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.10-1a Deans of Academic Affairs Notice of Intent
Deans of Academic Affairs Job Announcement
SAP Screenshot for Deans of Academic Affairs
- III.A.10-1b Dean of Student Success Notice of Intent
Dean of Student Success Job Announcement
SAP Screenshot for Dean of Student Success
- III.A.10-1c Associate Dean of Disabled Student Programs and Services Notice of Intent
Associate Dean of Disabled Student Programs and Services Job Announcement
SAP Screenshot for Associate Dean of Disabled Student Programs and Services
- III.A.10-1d Interim Dean of Academic Affairs Notice of Intent
Interim Dean of Academic Affairs Job Announcement
SAP Screenshot for Interim Dean of Academic Affairs

III.A.11

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

Evidence of Meeting the Standard:

- District Human Resources and Personnel Guides, and LACCD Board Rules pertaining to personnel policies are available on the District website (III.A.11-1),(III.A.11-2), (III.A.11-3).

- The District Personnel Commission laws and rules are posted on the Personnel Commission site (III.A.11-4).
- The LACCD Employer-Employee Relations (EER) website includes publications on contract negotiations, employee discipline, best practices guides, fair and equitable hiring, disciplinary issues, and consequences for violations (III.A.11-5),(III.A.11-6).

Analysis and Evaluation:

The College's personnel policies and procedures adhere to the LACCD Personnel Guides, LACCD Board Rules, LACCD HRD guidelines, LACCD Personnel Commission Laws and Rules, and the faculty and administrators' CBAs (III.A.11-1 through (III.A.11-4). To ensure fair employment procedures, all hiring committees include an Equal Employment Opportunity (EEO) officer.

The District Office of Diversity, Equity, and Inclusion handles issues pertaining to sexual harassment, gender equity, accommodation of the disabled, complaint resolutions, and conflict resolution regarding equal employment and fair hiring practices (III.A.11-5).

The EER department's duties include contract interpretation and administration, disciplinary action, change management, conflict resolution, supervisory and management techniques, performance management, and information on extended medical leaves and ADA issues. The EER reviews and oversees campus processes and provides a system of checks and balances to ensure the equitable and fair handling of disciplinary issues (III.A.11-6).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.11-1 LACCD Human Resources Guides
- III.A.11-2 LACCD Personnel Guides
- III.A.11-3 LACCD Board Rule Chapter X – Human Resources
- III.A.11-4 LACCD Personnel Commission Laws and Rules
- III.A.11-5 LACCD Employer-Employee Relations Website
- III.A.11-6 LACCD Employer/Employee Relations Handbook

III.A.12

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

Evidence of Meeting the Standard:

- The College adheres to the LACCD Non-Discrimination Policy, published in the College catalog, schedule of classes, and employment advertisements (III.A.12-1).
- The LACCD Office for Diversity, Equity and Inclusion promotes diversity and equal employment opportunities throughout the District (III.A.12-2).
- The LACCD sponsors an Employee Assistance Program (EAP) for all nine colleges (III.A.12-3).

Analysis and Evaluation:

The College regularly highlights its commitment to diversity in its interview questions and strictly adheres to equitable hiring practices by including an EEO representative in all hiring committees and requiring all search committee members to sign a non-discriminatory policy prior to reviewing applications (III.A.12-1),(III.A.12-2).

The collective bargaining units' grievance representatives often mediate between the College administration and their members to address personnel complaints pertaining to fairness or diversity.

All college employees are encouraged to attend Employee Assistance Program (EAP) workshops, many of which include topics on diversity (III.A.12-3).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.12-1 LACCD Prohibited Discrimination and Harassment Policy, Chapter XV, Section 15001
- III.A.12-2 LACCD Office for Diversity, Equity and Inclusion Website
- III.A.12-3 LACCD Employee Assistance Program (EAP) Website

III.A.13

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

Evidence of Meeting the Standard:

- All faculty must adhere to the Faculty Code of Conduct of the Academic Senate (III.A.13-1).
- The College's Code of Conduct was reaffirmed by the College President in 2014. In addition, the College established an Anti-Bullying Pledge in 2012 (III.A.13-2).
- LACCD Board Rule 1204.13 outlines standards of ethical behavior for all employees (III.A.13-3).
- The Classified Employee Handbook delineates requirements pertaining to proper workplace behavior (III.A.13-4).
- LACCD HRD Employer-Employee Relations Handbook outlines prescribed disciplinary actions in response to code of conduct violations (III.A.13-5).
- The LACCD Discrimination Policy prohibits discrimination against any student, faculty, or staff member (III.A.13-6).

Analysis and Evaluation:

The College expects all personnel to uphold a high level of respect and professionalism toward fellow employees and students and observe all applicable codes of conduct (III.A.13-1), (III.A.13-2),(III.A.13-3). Mandatory annual sexual harassment trainings keep all College employees abreast of sexual harassment policies (III.A.13-6).

Disciplinary actions in response to faculty code of conduct violations include notices of unsatisfactory conduct, demotions, suspensions, or dismissal. District employees are also expected to adhere to ethical standards specified in the District Board Rules (IIIA.13-3). Moreover, classified employees must observe the standards of conduct featured in the Classified Employee Handbook (III.A.13-4).

The executive staff and supervisory units are obligated to investigate and respond to instances of suspected ethics violations. In the event of a violation, EER is consulted to begin the disciplinary process or provide alternative solutions to resolve the issue. If EER determines that there is just cause, progressive levels of discipline, up to and including termination, are implemented (III.A.13-5).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.13-1 LAMC Academic Senate Faculty Code of Conduct Statement
- III.A.13-2 LAMC Anti-Bullying Pledge
- III.A.13-3 LACCD Board Rule Chapter I, Article II, Section 1204.13 – Code of Conduct
- III.A.13-4 LACCD Personnel Commission Classified Employee Handbook
- III.A.13-5 LACCD HRD Employer-Employee Relations Handbook
- III.A.13-6 LACCD Discrimination Policy

III.A.14

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

Evidence of Meeting the Standard:

- The professional and staff development committee, along with the Eagle's Nest*, coordinate activities and provide resources in support the mission and goals of the College (III.A.14-1),(III.A.14-2). In addition, the committee publishes a schedule of workshops with topics ranging from pedagogical approaches to general skills development (III.A.14-3).
- The Professional Growth Committee of the Academic Senate support faculty attendance at conferences and workshops (III.A.14-4).

Analysis and Evaluation:

The faculty flex coordinator is in charge of keeping records of faculty professional development activities and submitting annual flex reports to the State Chancellor's office (III.A.14-1 through III.A.14-4).

The effectiveness of activities and workshops is evaluated by way of surveys and new topics scheduled based on their results.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.14-1 LAMC Professional and Staff Development Committee Website
- III.A.14-2 LAMC Eagle's Nest Website
- III.A.14-3 LAMC Professional & Staff Development Calendar of Activities
- III.A.14-4 LAMC Professional Growth Committee Website

III.A.15

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

Evidence of Meeting the Standard:

- The District HRD maintains personnel paper files containing employees' work history, original employment application, performance evaluations, leave of absence and transfer requests, notices of outstanding or unsatisfactory performance, as well as the employee responses, resignations and reinstatement requests (III.A.15-1).
- The District EER office maintains paper files on disciplinary actions, poor performance evaluations, written forewarnings and notices, letters of reprimand, demotions, and dismissal notices. These files are kept under lock and key in the EER office and access is limited to specific EER or District HRD staff (III.A.15-2).
- The College maintains duplicate personnel files in the Personnel Office. These files are held under lock and key and solely accessible by the College's personnel staff (III.A.15-3).

Analysis and Evaluation:

LACCD employees are allowed to review their personnel files by scheduling an appointment with the specified District HRD or EER staff. Employees are permitted a limited amount of time to review their files but may obtain copies of their documentation (III.A.15-1), (III.A.15-2).

The College maintains a second set of personnel files and make those available to employees upon request. Furthermore, electronic personnel records are housed in the Systems Applications and Products (SAP) HR system and available to employees through the Employee Self-Service Portal (III.A.15-3).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.A.15-1 LACCD Human Resources Website
- III.A.15-2 LACCD Employer-Employee Relations Website
- III.A.15-3 LAMC Personnel Office Website

III.B. PHYSICAL RESOURCES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

III.B.1

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

Evidence of Meeting the Standard:

- The College closely adheres to all Federal, state, and local agencies regulations, including air quality mandates, safety vessels requirements, operation and inspection of automatic devices, and storage of hazardous materials (III.B.1-1),(III.B.1-2).
- The facilities safety standards established by California Occupational Safety and Health Act (Cal OSHA) inform the College's workplace conditions (III.B.1-3).
- All fire sprinklers and alarms meet National Fire Protection Association recommendations (III.B.1-4).
- The College adheres to state and local agency regulations on lighting, fire escape procedures, exit doors, and fire extinguisher inspection (III.B.1-5),(III.B.1-6).
- The College complies with all Americans with Disabilities Act (ADA) regulations (III.B.1-7).
- The College's Facilities Master Plan ensures the safe and cost effective use of facilities and establishes a maintenance schedule for buildings, grounds, and equipment (III.B.1-8).
- The College contracts with the Los Angeles County Sheriff's Department for campus security (III.B.1-9).
- The District risk management department regularly evaluates projects and facilities on campus to identify liabilities and exposure, develop loss control strategies, and implement risk-avoidance programs (III.B.1-10).
- The Facilities and Planning (FPC) and the Work Environment (WEC) Committees address issues of access and safety for students and staff and provide input to the facilities department on the construction and maintenance of physical resources (III.B.1-11), (III.B.1-12).
- The College evaluates the safety and sufficiency of its facilities and physical resources by conducting annual faculty and staff surveys (III.B.1-13).
- The Incident Response Plan (IRP), developed in 2012, addresses the College's ability to prepare for emergencies and respond to natural disasters (III.B.1-14).
- All College crime statistics are published every October pursuant to the Clery Act (III.B-15).

Analysis and Evaluation:

Various teams, including the Disabled Students Programs and Services, the sheriff's department, the facilities division, and the District risk management office, collectively ensure the College's compliance with all applicable state regulations.

Facilities maintenance is guided by the coordinated efforts of WEC, FPC, the Budget and Planning Committee, and the Citizens' Oversight Committee. Students and staff may report safety, lighting, and cleanliness issues to the facilities department by way of an online work order system (III.B.1-16). IRP, developed in 2012, has given rise to drills such as the California Shake Out, active shooter trainings, and workshops by the threat assessment team.

To ensure insurance requirement compliance, the District risk management department regularly conducts a campus safety and building hazard inspection. (III.B.1-7). Furthermore, the department regularly evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss control programs, and implement risk-avoidance programs (III.B.1-10).

Prior to the publication of the crime statistics (Clery) report, the administration and the sheriff department review the College's rate of incidents for the year and, if necessary, determine techniques to reduce incidents.

In addition to the mechanisms delineated above, student and faculty/staff surveys (spring and fall 2014, respectively) help to assess the efficacy of the College processes and to initiate improvements.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.B.1-1	AQMD Report
III.B.1-2	AQMD Permits
III.B.1-3	Consolidated Permit: Hazardous Waste
III.B.1-4	Fire Protection Equipment Performance Report
III.B.1-5	See III.B.1-4
III.B.1-6	See III.B.1-4
III.B.1-7	ADA Compliance
III.B.1-8	Facilities Master Plan
III.B.1-9	Sheriff's Contract
III.B.1-10	Lexington Insurance Report
III.B.1-11	Facilities & Planning Website
III.B.1-12	WEC Website
III.B.1-13	Fall 2014 Faculty Survey pages 3 & 4
III.B.1-14	Incident Response Plan
III.B.1-15	Clery Report
III.B.1-16	Online Work Order Sample SAP Link

III.B.2

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

Evidence of Meeting the Standard:

- The College relies on Program Review*, the Facilities Master Plan, the Educational Master Plan, the deferred project maintenance plan, and the Five-Year Construction Plan when planning its future buildings (III.B.2-1 through III.B.2-5).
- The scheduled maintenance and Five-Year Construction Plan (SMSR 5YP) is updated annually and guides the multi-year facilities maintenance program (III.B.2-6).

Analysis and Evaluation:

The College relies on Program Review* and annual unit plans, the Educational Master Plan, the Facilities Master Plan and the Facilities and Planning Committee to review and analyze the needs of programs and services in relation to resources, facilities, equipment, and other assets.

The College takes into consideration all budgeting encumbrances, recommendations from the shared governance process, overall community needs, and institutional planning when planning for the future. The objectives of the Facilities Master Plan align with the objectives of the Educational Master Plan and include:

- Provide minor alterations to buildings to meet changes in instructional needs.
- Ensure the effective and safe operations of facilities.
- Provide a maintenance schedule for buildings, grounds, and equipment to eliminate or reduce the risk of fires, accidents, and safety hazards.

The College, relying on its master plans and various bond measures, has been able to expand and modernize its facilities in an unprecedented manner. The College's \$436 million share of recent bonds measures has permitted the completion of a large number of construction projects such as the Center for Math and Science (CMS), the Health and Fitness Athletic Center (HFAC), and parking facilities, and spurred campus-wide modernization projects (III.B.2-3). To date, 75% of the construction projects on the facilities master plan are completed. The Arts, Media, and Performance building will be completed in spring 2017 and the construction for the central energy plant will begin in fall 2017. The remainder of bond funds will be used to complete the renovation or construction of classrooms and/or to equip additional facilities with new IT infrastructure.

Deferred maintenance projects, overseen and funded by the District are completed according to a prioritized list and the District maintenance and operation plans (III.B.2-4). The deferred construction list contains all construction and maintenance projects that have been put on hold due to a lack of bond funds. The final three projects at the College, pending bond fund availability, will be the following:

- Plant Facilities Building (26,000 square feet)
- Student Service Center Building (39,000 square feet)
- Athletic Complex

The College needs to ensure that facilities coming from the proposed Bond Measure in November 2016 include the building of adequate facilities for Student Services (see QFE).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.B.2-1 Program Review Website
- III.B.2-2 Facilities Master Plan Update 2014
- III.B.2-3 Educational Master Plan
- III.B.2-4 Deferred project Maintenance Plan
- III.B.2-5 LAMC 2014-2018 Five-Year Construction Plan
- III.B.2-6 SMSR Five-Year Plan

III.B.3

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

Evidence of Meeting the Standard:

- The College plans and evaluates its facilities and equipment on a regular basis via Program Review*, shared governance committees, and the assessment of its various master plans (III.B.3-1),(III.B.3-2),(III.B.3-3).
- The annual review of the Five-Year Facilities Construction Plan and the annual space inventory report the capacity/load ratios and are based on current and projected enrollments (III.B.3-4).
- The College District subscribes to FUSION (Facility Utilization, Space Inventory Options Net), a framework designed for the California Community Colleges (CCC) to streamline current facilities planning processes and compute the ratio of available square footage to utilization (III.B.3-5).
- Classroom usage and effective enrollment strategies are informed by the Facilities Master Plan (III.B.3-6).

Analysis and Evaluation:

The College evaluates the effectiveness of its facilities and equipment by gathering information from various sources such as shared governance committees such as WEC and FPC. The College abides by all applicable federal, state, and county code regulations while operating within parameters of the District's purchasing policies.

Academic Affairs monitors classroom occupancy and enrollment patterns to maximize space utilization across campus. As outlined in the 2009 College Master Plan, the campus currently

allocates 61 percent of its space to classrooms and 20 percent to support staff.

The director of facilities and the Vice President of Administrative Services, upon annual evaluation of campus facilities, provide a list of scheduled maintenance projects to the District. These items are subsequently prioritized alongside the other nine colleges' requests and submitted to the state for funding. Upon approval of requests, funds become available for individual projects on the campuses and disbursed by the District to individual colleges.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.B.3-1 Program Review Website
- III.B.3-2 Facilities Planning Minutes
- III.B.3-3 College Council Minutes
- III.B.3-4 Annual Space Inventory Report
- III.B.3-5 Facility Utilization, Space Inventory Options NET (FUSION) Access
- III.B.3-6 Facilities Master Plan update 2014

III.B.4

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

Evidence of Meeting the Standard:

- The Facilities Master Plan (FMP) and Educational Master Plan (EMP) guides the College in its long-range capital planning (III.B.4-1) (III.B.4-2).

Analysis and Evaluation:

FMP, developed in 2009, steers long-range capital planning on campus and proposes the expansion of the College to accommodate 15,000 students. Guiding principles include the increase in classroom space, parking, laboratories, and office space, the development of a one-stop Student Services Center, and the renovation of select buildings. The total cost of ownership is given careful consideration when choosing between erecting a new building and renovating an existing structure. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The new master planner, USR Corporation, in conjunction with Build-LACCD, and the project management group, AECOM, will continue to work on the College's long-range goals within existing budget limitations.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.B.4-1 Facilities Master Plan Update 2014
- III.B.4-2 Educational Master Plan

III.C. TECHNOLOGY RESOURCES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

III.C.1

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

Evidence of Meeting the Standard:

Local Campus IT Services:

- Local campus technology support is centralized in the Information Technology Services (ITS) department, supporting over 1,200 computers, laptops, and portable devices. ITS is headed by the manager of College Information Systems and its operations informed by the Technology Master Plan and the Technology Replacement Plan (III.C.1-1a), (III.C.1-1b), (III.C.1-1c).
- ITS staff ensure the protection and stability of software and equipment on the College's computer systems. Administrative, staff, and faculty computers, along with all academic laboratory computers, are configured to download the most updated versions of anti-virus, registry-protection, operating system and application software to avoid time-consuming repairs and outside threats (III.C.1-2).
- ITS, staffed with technical professionals who provide desktop user support, network maintenance, and audio/visual equipment support, is composed of the following sub groups (III.C.1-3):
 - Microcomputer Support provides front-line microcomputer support to all users. IT analysts and computer technicians conduct ongoing maintenance and upgrades of hardware and software for both administrative and academic computing.
 - Software Development plans, implements, maintains, and supports all district-wide administrative systems.
 - Media Services provides technical support for audiovisual equipment. Specialized services can be accessed through service contracts and managed through a work order system.

LACCD IT Services:

- The College receives IT support from the District Office of Information Services (DOIS) for matters related to district-wide technology infrastructure and systems. DOIS plans and maintains the infrastructure for local area inter- and intra- campus networks and institutional access to and security of the public Internet (III.C.1-4).
- DOIS is endowed with a comprehensive enterprise-level administrative system capable of recording, storing, and reporting data for student, financial, academic, and administrative transactions. Moreover, it manages the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support

connectivity between software services delivered by other District resources (III.C.1-5).

- The District and its nine colleges work in collaboration to develop district-wide standards for data centers, network cabling, data storage, desktop computers, printers, servers, and projectors (III.C.1-6a-e). These standards have played a crucial role in all Bond A/AA and Measure J related technology projects.

DOIS IT Infrastructure and District-wide projects consist of:

- Student Information System (SIS) will be migrated to Oracle's PeopleSoft Campus Solutions in late 2016 (III.C.1-7a-b).
- The ESC (Educational Service Center), where the main data center is housed, allows users to submit and track changes to the Schedule of Classes (III.C.1-8).
- Electronic Curriculum Development (ECD) system, used to create Course Outlines of Record* (III.C.1-9).
- Student email system (III.C.1-10).
- CMMS (Computerized Maintenance Management System) is a trouble-ticket system designed to track and respond to technology-related issues (III.C.1-11).

Highlights of ITS Technology Initiatives:

- Wireless Network infrastructure consists of 95 access points throughout campus, providing convenience and ease of access to local campus systems, District systems and the public Internet (III.C.1-12a). A 30% increase in WiFi coverage, planned for 2016, will provide higher density and improved connectivity (III.C.1-12b).
- The Cisco VOIP-based phone system is used throughout campus for voice communications and currently undergoing an expansion to provide phone access in all classrooms (III.C.1-13a-b).
- The College has 103 Smart classrooms and 17 labs. Smart classrooms come equipped with overhead projectors, amplified sound, integrated wall controls, and computers (III.C.1-14a-c).
- The ratio of computers to students is 1:18 (III.C.1-15).
- ITS develops and maintains the College website which includes general information on classes, student services, and events. Portions of the website are integrated with DOIS systems such as SAP and the Student Information Database. The student portal provides email access while the faculty/staff portal incorporates links to resources such as the Program Review* and the Student Learning Outcome* (SLO) assessment systems. (III.C.1-16a-c).
- The SLO* online system, implemented in 2010, undergoes regular updates (III.C.1-16c).
- A Program Review* online system, implemented in 2007, is being redesigned to incorporate additional features and to simplify its interface (III.C.1-17a-b).
- Etudes is the current learning management system used for distance education courses (III.C.18).
- BlackBoard Connect, an outreach and emergency notification system, is used to communicate with students via email, text messages and automated voice calls. The system has the ability to send up to 10,000 messages in two minutes (III.C.1-19a-b).

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- The College has a fully redundant fiber network infrastructure that links the main campus with the east campus and links all buildings together. The need of future buildings was anticipated when the network was first installed in 2009 (III.C.1-20).
 - Microsoft Office 365 is a cloud-based system available to students and staff (III.C.1-21).
 - Media Services offer:
 - Audio/visual technology, equipment and services to support the courses, instructional activities and media, and academic events at the College (III.C.1-22a).
 - Training for faculty and staff (III.C.1-22b).

Analysis and Evaluation:

Technology needs are continually evolving at the College and are integrated into many areas, ranging from students who use technology for registration, completing coursework, communicating with faculty and peers, to faculty who avail themselves of various technologies to deliver instruction, communicate with students, and manage classroom tasks. Many of the facilities' infrastructure and campus physical security utilize the campus technology infrastructure for monitoring and remote access purposes.

The Educational Master Plan (EMP) establishes the academic direction and priorities for the College. The Facilities Master Plan (FMP) and Technology Master Plan (TMP) work in concert to support the EMP and to identify infrastructure, equipment, and software requirements (III.C.1-1b). Requests for technical support are communicated through a new automated work order system (CMMS) and subsequently routed to the ITS and Media Services staff or external contractors retained by the College.

The 2010-2015 Technology Master Plan (TMP) is fully integrated with the College's Strategic Master Plan and aligns with the District Technology Strategic Master Plan. The TMP outlines technology solutions within the College and is supported by the Technology Committee. The committee provides access to instructional resources and information on the College infrastructure, develops long-range budget and planning for technology needs, and annually reviews and revises the effectiveness of the Technology Master Plan. In fall 2015, the committee agreed to revise the TMP by spring 2016, pending the update of the Strategic Master Plan and Educational Master Plan (III.C.1-23).

The ITS department adheres to the three-year comprehensive Program Review* cycle. This process includes revisiting the Mission Statements, assessing achievement of unit objectives and Service Area Outcomes (SAOs), and analyzing the effectiveness of the services provided to students. In addition to Program Review, the College regularly evaluates its technology services, professional support, facilities, hardware and software to ensure their adequacy in supporting the College's operational functions, academic programs, and support services. This evaluation is mainly accomplished by way of surveys:

- In the fall 2013 student survey, a high percentage of the 2,965 LAMC respondents indicated that the College is doing an adequate job of serving the technology needs of its students (III.C.1-24).

- In the fall 2013 faculty/staff Survey, a sizable majority of respondents either strongly agreed or agreed that technology and related support services allow them to effectively perform their required duties (III.C.1-25).
- A DE* Student survey conducted in fall 2014 was completed by 154 LAMC students and indicated a 64 percent level of satisfaction with computing services (III.C.1-26).

A new student information system, spearheaded by the District and due to be implemented in stages beginning fall 2016, will transform the delivery of services to students, faculty, and staff by allowing access from anywhere at any time via its Web-based services.

The College continues to research technologies that provide lower the Total Cost of Ownership (TCO) such as cloud-based systems and purchase components that enjoy longer life cycles and require lower maintenance.

ACTIONABLE IMPROVEMENT PLAN

The use of data collected from various surveys could be improved upon. By spring 2016, the technology committee will develop a process, using collected data, to better assess the technology-related needs of the College. This process will in turn inform the revision of the TMP and the Technology Replacement Plan.

By fall 2016, the technology committee will have developed a comprehensive Disaster Recovery Plan for major outages and large-scale catastrophes.

By spring 2016, the technology committee will have updated the TMP. The committee will also continue to revise the Technology Replacement Plan on an annual basis.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.1-1a	LAMC Administrative Services Organizational Chart
III.C.1-1b	Technology Master Plan
III.C.1-1c	2014-2019 Technology Replacement Plan
III.C.1-2	List of Recent Hardware/Software Upgrades
III.C.1-3	IT Department Organizational Chart
III.C.1-4	DOIS Organizational Chart
III.C.1-5	DOIS providing enterprise level systems
III.C.1-6a	LACCD Technology Standards
III.C.1-6b	LACCD Technology Standards
III.C.1-6c	LACCD Technology Standards
III.C.1-6d	LACCD Technology Standards
III.C.1-6e	LACCD Technology Standards
III.C.1-7a	Student Information System (SIS)
III.C.1-7b	SIS Modernization Web Page

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- III.C.1-8 ESC
 - III.C.1-9 ECD System Web Page
 - III.C.1-10 Student Email System Web Page
 - III.C.1-11 LACCD CMMS Presentation
 - III.C.1-12a Wireless Signal Map
 - III.C.1-12b Technology Committee Meeting Minutes –10/2015
 - III.C.1-13a Cisco VOIP Phone System
 - III.C.1-13b Expanding Cisco VOIP Phone
 - III.C.1-14a Smart Classroom Description
 - III.C.1-14b Smart Classroom Locations
 - III.C.1-14c Smart classroom Equipment
 - III.C.1-15 2015 Smart Classrooms and Labs Inventory
 - III.C.1-16a SAP Portal
 - III.C.1-16b Faculty/Staff Portal
 - III.C.1-16c SLO Assessment
 - III.C.1-17a Program Review System
 - III.C.1-17b Redesigned Version of Program Review
 - III.C.1-18 Etudes Learning Management System
 - III.C.1-19a Blackboard Connect
 - III.C.1-19b Mass Email Policy
 - III.C.1-20 Campus fiber ring
 - III.C.1-21 Microsoft Office 365 for Staff
 - III.C.1-22a Audio/Video Service
 - III.C.1-22b AV Training
 - III.C.1-23 2/2015 Technology Committee Minutes, page 3
 - III.C.1-24 Fall 2014 Survey Results
 - III.C.1-25 Fall 2014 Faculty and Staff Survey Results, page 33
 - III.C.1-26 Fall 2014 DE Survey Results

III.C.2

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

Evidence of Meeting the Standard:

Planning, Updates, and Replacement:

- New and replacement technology facilities, infrastructure, equipment, and software are planned and prioritized as part of the College's Five-Year Technology Replacement Plan (TRP). Adopted in 2013, TRP identifies the lifecycle of various technologies including computers, printers, and audio/video equipment and their associated replacement costs (Refer to III.C.1-1c).
- The annual online Program Review* system is used to request and plan for replacement of

infrastructure, equipment, software and other technology enhancements (Refer to III.C.1-17a).

- Agreements with multiple vendors are in place to ensure prompt support and regular updates of software (III.C.2-1).
- Updates for Etudes, the campus learning management system, are performed on a regular basis. The College will move to Canvas as its learning management system in fall 2016 (III.C.2-2).
- PeopleSoft will replace the current student information system, DEC, in 2016 (Refer to III.C.1-7a-b).
- The College has an infrastructure of 170 Virtual Desktop Infrastructure (VDI) endpoints. In 2015, ITS successfully deployed 50 repurposed desktops that had exceeded their prior lifecycle of eight years by converting them to VDI endpoints. The anticipated lifecycle for the repurposed desktops will be an additional five years (III.C.2-3).
- The Computerized Maintenance Management System (CMMS) is used to inventory assets and track life cycles of equipment (Refer to III.C.1-11).

Analysis and Evaluation:

The College systematically plans, acquires, maintains, upgrades, and/or replaces technology infrastructure and equipment through a well-developed process overseen by the College Technology Committee and informed by the Technology Master Plan (Refer to III.C.1-1b). ITS is responsible for the overall selection, installation, maintenance, update, and upgrade of all technology infrastructure at the College. At the District level, DOIS is actively involved in all tasks related to network security and district-wide systems.

The Technology Committee, housed under the College's shared governance umbrella, meets on a monthly basis to seek input on technology and computing needs from various campus constituencies. Furthermore, individual departments use an annual Program Review* system to request and plan for replacement infrastructure, equipment, software and other technology enhancements (Refer to III.C.1-17a).

Equipment lifecycles, as projected by TRP, determine timelines for upgrades and replacement (Refer to III.C.1-1c). TRP is reviewed multiple times throughout the year and updated annually by the Technology Committee.

The College relies on restricted funding sources to finance the initial acquisition of technology and services. However, the ongoing cost of upgrades and maintenance proves challenging. To mitigate cost and maximize savings, and whenever possible, ITS avails itself of District-negotiated agreements with select vendors to purchase new equipment. In addition, ITS employs alternate technologies such as Virtual Desktops Infrastructure (VDI) to lower the Total Cost of Ownership (TCO).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.C.2-1 LACCD Master Agreement
- III.C.2-2 Learning Management System: Etudes Moving to Canvas
- III.C.2-3 Inventory of VDI Computers

III.C.3

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

Evidence of Meeting the Standard:

Access:

- Single Sign-on LDAP (Lightweight Directory Access Protocol) and Active Directory allow students and faculty to securely access multiple services such as wireless networks, Office 365, and district-wide systems, without having to remember multiple credentials. (III.C.3-1).
- Student ID: the College is in the process of transitioning to a statewide, Federated ID which will allow for easier access into systems (III.C.3-2).
- The new Student Information System (SIS) will connect students to a Web portal that seamlessly connects them to their email, SIS, and Canvas, the learning management system (III.C.3-3).
- Students and faculty are provided individual email accounts which are accessible both on- and off-site. Off-campus access is facilitated through a Web interface as well as industry standard smartphone email applications (III.C.3-4).

Safety and Security:

- Security Cameras are located throughout campus, both indoors and outdoors (III.C.3-5).
- Emergency call and mass notification stations are located throughout campus for immediate communication with campus security or public notification (III.C.3-6).
- The network infrastructure, protected by the enterprise firewall system, is jointly supported and maintained by local campus IT and District Office (III.C.3-7).
- All local campus systems run Microsoft System Center Endpoint Protection to protect against viruses, malware, and other threats (III.C.3-8).
- Wireless network users are required to authenticate against a user database. Users are able to roam between access points and are limited to ten hours per session before having to re-authenticate (III.C.3-9).
- In 2014, ITS implemented Microsoft's Exchange Protection Service, a cloud-based email filter that blocks emails containing potential threats or unsolicited advertising thereby effectively reducing the number of email threats arriving in user mailboxes (III.C.3-10).

Backup and Redundancies

- The N+1 model is an industry standard for creating resiliency and redundancy and used on critical servers, infrastructure components, and other high availability systems (III.C.3-11).
- The College maintains two Data Centers, one located on the main campus and another on the east campus. Critical systems are replicated between the Data Centers to ensure continuity of service in cases where one Center experiences failure (III.C.3-12).
- The College's Storage Area Network (SAN), also known as HP Lefthand and Nimble SAN systems, are used to provide increased storage performance and availability (III.C.3-13).
- 50% of servers run on HP Blade systems using VMWare virtual technologies, allowing for greater flexibility, management, and recovery in the event of a system failure (III.C.3-14).
- The Virtual Desktop Infrastructure (VDI) is used on approximately 25% of student computers, allowing ITS to centrally manage computers, provide better security, and increase longevity of hardware (Refer to III.C.2-3).
- All systems are equipped with UPS battery backups (III.C.3-15).
- All buildings on the main campus are connected to the Primary Data Center by a redundant fiber optic ring (Refer to III.C.1-20).

Analysis and Evaluation:

The College utilizes a number of technologies and models to guarantee that systems are consistently available, reliable, safe, and secure. Two self-sufficient Data Centers, located about a mile apart, safeguard business continuity and disaster recovery. The Secondary Data Center (SDC), housed in east campus, serves as a redundancy for the main campus' Primary Data Center (PDC), but also reduces its workload at peak times. Currently, all critical data such as email, student database, and website content are stored at the District Office Data Center with additional archive and backup copies stored off site. Further plans call for all LAMC data to be replicated offsite either in a new, shared Data Center located at one of the other college campuses in the District or alternatively, on a third party cloud-based service.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.3-1	LDAP, Single Sign On
III.C.3-2	Federated ID
III.C.3-3	New SIS Web Portal
III.C.3-4	Student and Faculty Email Accounts
III.C.3-5	Security Cameras Map
III.C.3-6	Emergency Call Stations Map
III.C.3-7	Firewall Security
III.C.3-8	Microsoft System Center Endpoint Protection

- III.C.3-9 Wireless Network Authentication
- III.C.3-10 Microsoft's Exchange Protection Service
- III.C.3-11 Systems that use N+1 Redundancy
- III.C.3-12 Two Data Centers
- III.C.3-13 SAN: Storage Area Network
- III.C.3-14 Virtual Servers
- III.C.3-15 UPS Battery Backups

III.C.4

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

Evidence of Meeting the Standard:

- The College provides a variety of training opportunities on software and instructional technology:
 - At the Eagle's Nest*
 - Through technology flex activities
 - By way of learning management system online self-orientations (III.C.4-1).
- The College's subscription to Microsoft IT Academy makes Internet-based trainings of Microsoft products available to all staff and faculty (III.C.4-2). ITS offers timely training to faculty and staff on all software updates and new systems. Furthermore, special emphasis is placed on instructional technology used by a critical mass of faculty (III.C.4-3).
- ITS staff regularly attend technology conferences to stay up to date in the field (III.C.4-4).
- Faculty are required to obtain a DE* certification to teach distance education courses (III.C.4-5).

Analysis and Evaluation:

The College provides extensive technology support and training to faculty through a number of modalities. In addition, faculty have the opportunity to seek training through the College's online training resources and the Microsoft Academy (III.C.4-1), (III.C.4-2).

ACTIONABLE IMPROVEMENT PLAN

ITS will base future training calendars on additional feedback from faculty and staff on the types of technology and training they find most useful.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.C.4-1 Self-Orientation
- III.C.4-2 Microsoft IT Academy
- III.C.4-3 Training on Systems

III.C.4-4 Conferences attended by IT staff

III.C.4-5 Distance Education Certification

III.C.5

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

Evidence of Meeting the Standard:

Policies and procedures, developed and reviewed on a regular basis at the District and local levels, guide the use of technology and ensure its reliability, safety, and appropriate use.

- The DE* Committee develops and updates policies related to online instruction (III.C.5-1).
- LACCD's administrative regulations regarding the use of email, computer systems, and College networks are enforced on campus (III.C.5-2), (III.C.5-3).
- The College has in place a mass email policy (Refer to III.C.1-19b).
- The College enforces LACCD's policies that apply to Distance Education (III.C.5-4), (III.C.5-5), (III.C.5-6).
- The College adheres to LACCD policy E-105 regarding student privacy rights in accordance with FERPA (III.C.5-7).

Analysis and Evaluation:

The District Technology Council, comprised of the Chief Information Officer, IT managers from all nine campuses, and the District Educational Services Center (ESC), recommends network policies and standards and oversees district-wide projects implemented across all nine campuses. The College has established policies through its Academic Senate and College Council to align the use of technology with the instructional environment. The shared governance process provides a vehicle to all campus constituencies to engage in dialogue regarding technology use and an opportunity for input by all who are potentially affected by policy changes.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.5-1 DE Policies

III.C.5-2 District and College Computing Policy B-27

III.C.5-3 District and College Network Security Policy B-28

III.C.5-4 Board Rule E-89 Distance Education Policy

III.C.5-5 Percentage Load DE Policy

III.C.5-6 Distance Ed Absenteeism Policy

III.C.5-7 District E105 policy, student privacy rights in accordance with FERPA

III.D. FINANCIAL RESOURCES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

Planning

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER18)

Evidence of Meeting the Standard:

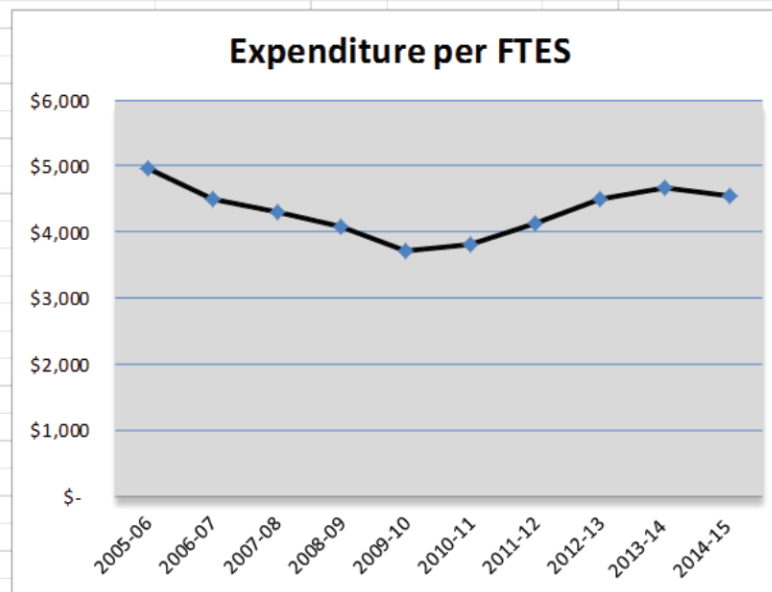
- LACCD developed a budget model in fiscal year 2012-2013 for each of its nine campuses as a function of their program offerings. The College budget for fiscal year 2015-2016 is \$32 million (III.D.1-1),(III.D.1-2).
- The College receives an annual allocation from the District. Adjustments are made throughout the year as the state provides updated financial information.
- The budget allocation model includes funding for administration, maintenance and operations, and scheduled maintenance from both the unrestricted and the restricted general funds (III.D.1-3),(III.D.1-4).
- The fund allocation is sufficient to support programs and services as evidenced by the College's ability to reach its enrollment goal (III.D.1-5),(III.D.1-6a-d).
- The College has reached its FTES goal for the last two years while maintaining a positive ending balance each year (III.D.1-7).
- Each May, the District publishes a draft budget, followed in September by a detailed budget on the College's unrestricted general fund. The Budget and Planning Committee (BPC) members receive budget projections in monthly meetings and at other times when additional funds become available. BPC subsequently recommends the distribution of these funds to College Council based on an established process. The steps in this system identify needs, prioritize solutions, and maximize institutional goals (III.D.1-8), (III.D.1-9).

Unrestricted General Fund Annual Budget (2005-2006 through 2014-2015)

Fiscal Year	Operating Budget ***	% Change (Bgt.)	Expenditures	% Change (Exp.)	Unrestricted Surplus/ (Shortfall)	Restricted Deficits & Other Adjustments	Budget Balance
2014-2015	\$ 30,065,222	5.2%	\$ 29,504,439	3.9%	\$ 560,783	\$ (231,970)	\$ 328,813
2013-2014	\$ 28,566,006	5.9%	\$ 28,387,011	6.9%	\$ 178,995	\$ (160,688)	\$ 18,307
2012-2013	\$ 26,965,097	0.9%	\$ 26,550,347	1.2%	\$ 414,750	\$ (416,590)	\$ (1,840)
2011-2012	\$ 26,728,733	-5.0%	\$ 26,226,467	-1.7%	\$ 502,266	\$ (286,679)	\$ 215,587
2010-2011	\$ 28,124,023	4.3%	\$ 26,687,152	2.9%	\$ 1,436,871	\$ (22,971)	\$ 1,413,900
2009-2010	\$ 26,972,836	-3.6%	\$ 25,928,556	-5.2%	\$ 1,044,280	\$ (72,010)	\$ 972,270
2008-2009	\$ 27,991,603	0.1%	\$ 27,346,181	0.4%	\$ 645,422	\$ (144,110)	\$ 501,312
2007-2008	\$ 27,964,568	15.8%	\$ 27,244,714	10.6%	\$ 719,854	\$ (389,436)	\$ 330,418
2006-2007	\$ 24,139,928	9.6%	\$ 24,631,207	5.0%	\$ (491,279)	\$ 0	\$ (491,279)
2005-2006	\$ 22,017,073	0.8%	\$ 23,451,639	11.7%	\$ (1,434,566)	\$ (0)	\$ (1,434,566)

Note *** Annual operating budgets as presented include the balance being carried forward from prior fiscal year.

UNRESTRICTED EXPENDITURE PER FULL-TIME EQUIVALENT STUDENT (2005-2006 through 2014-2015 TREND)



Analysis and Evaluation:

In the aftermath of the 2008 economic recession, the College concentrated its resources on the maintenance of instructional departments and student services and emphasized stability over innovation. Throughout the crisis, and despite diminished state funding, the District and the College remained fiscally solvent. The College establishes priorities to weather economic downturns, maximize student access, and uphold its financial viability. The influx of additional discretionary funding in the last couple years has permitted BPC to consider resource requests for growth and innovative programs.

In an effort to closely monitor its budget and develop strategies based on continued fiscal solvency, the College submits monthly budget projections to and holds quarterly meetings with the District CFO and staff. Independent annual audits further safeguard the College's fiscal practices; in the event of an exceptional audit finding, the issue is quickly remedied.

The College has demonstrated sound financial planning and execution by consistently meeting enrollment targets within its allocated budget. The District allocation formula is based on enrollment and funds are disbursed for key areas such as maintenance and operations. Annual fiscal reports to ACCJC comprise key financial data spanning three years and provide an additional tool for financial self-assessment.

In the event of a project budget shortfall, the College develops strategies to reach a balanced budget and maintain fiscal solvency. The recommendations are presented to the Budget and Planning Committee for discussion and feedback. LAMC has been fiscally solvent with a positive ending fund balance for the past six years.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.1-1 LAMC Final Budget of Unrestricted General Fund
- III.D.1-2 LACCD Budget Allocation Model
- III.D.1-3 Unrestricted General Fund by Sub-major Commitment Item
- III.D.1-4 Restricted General Fund Appropriations
- III.D.1-5 Unrestricted General Fund – Annual Open Orders and Ending Balances
- III.D.1-6a 2013-2014 Annual FTES Report
- III.D.1-6b Fall Enrollment Comparison 2013-2015
- III.D.1-6c 2014-2015 Annual FTES Report & Percent Growth
- III.D.1-6d 2015-2016 Annual FTES Growth Target
- III.D.1-7 Unrestricted Gen Funds-10-year Trend
- III.D.1-8 2015-2016 BPC Over Base Request Ranking Results
- III.D.1-9 2015-2016 Budget Development Calendar

III.D.2

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

Evidence of Meeting the Standard:

- The College Mission and goals drive financial planning and constitute the bedrock of the Program Review* process (III.D.2-1),(III.D.2-2),(III.D.2-3).
- College processes revolve around monthly financial projections: these are reviewed by BPC on a monthly basis and all relevant information is shared with College constituents and College Council (III.D.2-4),(III.D.2-5).

- The allocation of resources is managed through the Program Review* process (III.D.2-6 through III.D.2-9).

Analysis and Evaluation:

The budgeting process and Program Review* provide effective means for the equitable and fiscally sound distribution of resources across College programs. Moreover, the District's Budget Committee serves as a vehicle for the cohesive alignment between local financial and educational planning and District-wide goals.

The College has a transparent budget process and makes information readily available through monthly reviews and reports to the College and the District (III.D.2-10).

Resource funding requests routinely link goals and planning directly to the College Mission. In fact, the connection with the College Mission is a component in measuring the strength of a resource request in all Program Review* documents. All requests (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process.

LIST OF EVIDENCE

III.D.2-1	Integrated Planning at LAMC
III.D.2-2	Planning Document Linkage- Conceptual Framework for Planning
III.D.2-3	Comprehensive Program Review – Social Science
III.D.2-4	LAMC Monthly Financial Projection
III.D.2-5	BPC Meeting Agenda
III.D.2-6	Program Review Process
III.D.2-7	Resource Request Form and Rubric
III.D.2-8	Scoring Rubric for Resource Requests
III.D.2-9	List of Prioritized and Funded Resource Requests
III.D.2-10	Unrestricted General Funds-10-year Trend

Los Angeles Mission College meets this standard.

III.D.3

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

Evidence of Meeting the Standard:

- The LACCD Board of Trustees establishes the budget calendar for each academic year. The College budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy (III.D.3-1).
- Departments may reallocate their budgets items between non-salary line items and request additional resources through the Program Review* process. (III.D.3-2).
- The College community has ample opportunities to participate in budget planning and development through Program Reviews* conducted in each unit. Additionally,

all faculty and staff can access information on budget and planning through their constituency representation in shared governance committees (III.D.3-3), (III.3-4).

- The District consistently maintains adequate reserves to meet its cash flow obligations (III.D.3-5).

Analysis and Evaluation:

Consistent with their core value of fiscal stability, the District and College maintain sufficient cash flow and reserves in a self-insurance fund to meet all current and reasonably anticipated future obligations, including possible risk losses. Strategies for appropriate risk management and contingency plans to meet financial emergencies and unforeseen occurrences further assure the institution's fiscal viability.

The Program Review* process guides College financial planning and budget development, including the prioritization of resource requests. Institutional planning takes place through a variety of committees, including College Council and BPC, with representation from all constituency groups.

Each year, BPC sends out the prioritized resource requests list to the entire campus for review before the items are put to a vote at College Council. The College has developed transparent systems that provide appropriate opportunities for all faculty and staff to participate in the development of institutional plans and resource allocations.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.3-1 Annual Budget Proposal Process
- III.D.3-2 Program Review Process and Resource Request
- III.D.3-3 Budget and Planning Website
- III.D.3-4 College Council Website
- III.D.3-5 LACCD 2015 Annual Audit

Fiscal Responsibility and Stability

III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:

- The District undergoes an independent annual audit to verify the accuracy of its financial statements and fiscal management practices as well as the effectiveness of its internal controls. When findings occur, corrections and improvements are implemented in a timely manner. In addition, the District conducts regular internal audits to assess its oversight of financial and information systems and uses the findings as a basis for improvement (III.D.4-1).
- The District's budget process provides an effective financial management tool to weather periods of volatility in funding streams (III.D.4-2).
- The College relies on the District to provide resources for its general operations (III.D.4-3).
- Many departments have developed entrepreneurial opportunities and income streams;

for example, the Health and Fitness Department provides opportunities to external parties to rent the LAMC Health and Fitness facilities (III.D.4-4).

- The College is in partnership with external agencies, such as LACOE and the Youth Policy Institute, to deliver contract education. These additional resources augment the unrestricted general fund. If additional, unexpected funds become available throughout the year, recommends the manner in which these resources are allocated (III.D.4-5).

Analysis and Evaluation:

The District and College regularly evaluate financial management practices and make improvements as needed. In due course, the processes have become very effective and enable the institution to weather difficult economic periods.

Business functions, carried out under the supervision of the Vice President of Administrative Services, include payroll and personnel services, accounts payable and receivable, account reconciliation, requisitions, purchasing, contracts, and grants. Managers of externally-funded programs also meet with the business staff and administrators to ensure that financially sound and generally accepted accounting practices are routinely followed in such programs.

Financial planning is based on the evaluation of available resources and prioritization principles targeted toward College main objectives. The College continually strives for a fair distribution of resources based on its mission and collaborates closely with the District Office. Monthly projects, quarterly reviews of FTES objectives, and financial projections for evaluation guarantee the alignment of the College's operations with the District objectives.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.4-1 LACCD 2015 Annual Audit
- III.D.4-2 2015-2016 Final Budget-General Fund by Expenditure Class
- III.D.4-3 LAMC Final Budget of Unrestricted General Fund
- III.D.4-4 Trust Fund Charter for Health and Fitness
- III.D.4-5 Contract with LACOE and Youth Policy Institute

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

LACCD:

The District has well-established and appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The District

regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of its financial resources.

- a. The Board established and regularly updates board rules which address financial management and internal control structures. Board Rule 7608 requires the Chief Financial Officer/Treasurer (CFO) to generate interim financial reports, including current income and expenditures, which are submitted to the Chancellor monthly from October through June. The Chancellor, in turn, provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the Budget and Finance Committee (BFC). These reports are widely disseminated and inform sound financial decision-making at the District and colleges (III.D.5-1),(III.D.5-2),(III.D.5-3).
- b. Board Rule 7900 establishes the Internal Audit Unit as “*an independent appraisal function within the LACCD to examine and evaluate the activities of the District...Internal Audit will report audit findings to the Board of Trustees’ Audit/Budget Committee no less than annually.*” This Board Rule requires the Internal Audit Unit to ensure that “*...financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices...internal accounting controls are adequate and effective...[and] operating policies promoting compliance...are enforced.*” (III.D.5-4), (III.D.5-5),(III.D.5-6).
- c. The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully informed when making policy recommendations to the Board of Trustees and Chancellor (III.D.5-7).
- d. The Office of Budget and Management Analysis develops district-wide revenue projections, and is also charged with the management of District resources. Since 1993, the District has followed a set budget development calendar which ensures full engagement of the colleges, Board of Trustees, and District Office staff. The budget development calendar is evaluated and updated annually; the current version reflects oversight enhancements brought about by upgrades to the District’s financial operational system (SAP). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures (see Standard III.D.10),(III.D.5-8).
- e. The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years (III.D.5-9 through III.D.5-15).
- f. To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise procedures to strengthen internal controls (III.D.5-16).
- g. To ensure the District’s internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis (III.D.5-17 through III.D.5-24).
- h. The Internal Audit unit conducted a District-wide risk assessment study and determined the need for a comprehensive database which would strategically identify, and mitigate, risks. This project is scheduled for implementation in FY 2015-2016 (III.D.5-25).
- i. The Central Financial Aid Unit (CFAU) continually monitors federal Perkins loans and Nursing loans. Student Financial Aid is audited annually by external auditors, as required by OMB

Circular A-133, and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years (III.D.5-31).

LAMC:

- The District and College regularly evaluate financial management practices. At the College, the Vice President of Administrative Services oversees all financial matters and reporting requirements.
- The College generates monthly financial status reports to evaluate its financial decisions and allocation of resources (III.D.5-26).
- Additionally, the College completes a quarterly financial and enrollment report that is sent to the District and to the state; the College Executive Team and the District Executive Team meet to review the quarterly financial status and compare projections on enrollment and budget (III.D.5-27).
- Financial information is disseminated on a monthly basis through BPC and posted on the BPC website. Departments' budget information is linked to the BPC website (III.D.5-28).
- Internal controls of financial transactions are articulated in the Business Office Processes Manual. The manual is reviewed and updated annually and clearly spells out business staff's duties (III.D.5-29).
- The District Audit Department performs an annual internal audit of the College cash controls (III.D.5-30).
- In addition to the Business Office, each department manages its own budget and any access to the budget transfer and purchase order system. Controls are in place relative to limited permissions and required approvals to assure financial integrity and accountability.

Analysis and Evaluation:

LACCD:

The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources. The District meets this Standard.

LAMC:

The College employs proper controls in handling its resources. Each department receives information on its budget, may review it for accuracy, and reallocate funds among non-salary items. The evaluation of the College's financial practices occurs during annual retreats, through the assessment of Service Area Outcomes (SAOs) and Program Review*.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.5-1	Board Rule 7608
III.D.5-2	Financial Reports to the Board
III.D.5-3	Financial Reports to BFC and BFC Minutes
III.D.5-4	Board Rule 7900
III.D.5-5	Board Rule 7900.10-7900.12
III.D.5-6	Presentation of Audit to BOT
III.D.5-7	LACCD Financial Report Information and Frequency, 2015
III.D.5-8	LACCD Budget Development Calendar 2015-2016, 6/26/2015
III.D.5-9	LACCD Financial Audit – 6/30/2014, pages 82 and 87
III.D.5-10	LACCD Financial Audit – 6/30/2009
III.D.5-11	LACCD Financial Audit – 6/30/2010
III.D.5-12	LACCD Financial Audit – 6/30/2011
III.D.5-13	LACCD Financial Audit – 6/30/2012
III.D.5-14	LACCD Financial Audit – 6/30/2013
III.D.5-15	LACCD Financial Audit – 6/30/2014
III.D.5-16	LACCD Financial Audit – 6/30/2014, pages 83 and 91-118
III.D.5-17	Internal Audit Plan FY 2008-2009
III.D.5-18	Internal Audit Plan FY 2009-2010
III.D.5-19	Internal Audit Plan FY 2010-2011
III.D.5-20	Internal Audit Plan FY 2011-2012
III.D.5-21	Internal Audit Plan FY 2012-2013
III.D.5-22	Internal Audit Plan FY 2013-14, 9/11/2013
III.D.5-23	Internal Audit Plan FY 2014-15, 9/17/2014
III.D.5-24	Internal Audit Plan FY 2015-16, 4/15/2015
III.D.5-25	Risk Assessment – 8/27/2014
III.D.5-26	LAMC Monthly Financial Projection
III.D.5-27	LAMC Quarterly Financial Reports
III.D.5-28	Budget and Planning Website
III.D.5-29	LAMC Business Office Processes Manual
III.D.5-30	LAMC Cash Control Corrective Action Plan
III.D.5-31	LACCD Audited Basic Financial Statements

III.D. 6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

- Financial documents have a high degree of credibility and accuracy:
 - The Vice President of Administrative Services reviews all monthly projections before submitting them to the District chief financial officer/treasurer (III.D.6-1).
 - BPC regularly reviews the monthly financial projections at its meetings (III.D.6-2).

- The College ensures adequate budget for instruction. Instructional supplies and equipment budgets have remained intact since 2013. Furthermore, a few departments have received ongoing non-salary funding since 2014 (III.D.6-3),(III.D.6-4).
- Internal control systems are regularly evaluated and assessed through both internal and external audits. The District's Internal Audit Department regularly reviews internal control systems and upholds all compliance criteria with federal and state mandates. An external independent audit, conducted annually, includes an assessment of the financial report, internal control systems, and compliance with federal and state programs (III.D.6-5).

Analysis and Evaluation:

The College reports its projected financial status to BPC on a monthly basis. The College holds instruction as its primary focus; in fact, instructional supplies and equipment budgets have remained intact since 2013. The College honors each unit's prioritization of resource requests, recognizing that departments and divisions have the best information regarding their needs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.6-1 LAMC Monthly Financial Projections
- III.D.6-2 Minutes from PBC Meetings Regarding Review of Monthly Projections
- III.D.6-3 Budget for Instructional Supplies and Equipment 2009 through 2015
- III.D.6-4 List of Funded Resource Requests for FY 2013-2014
- III.D.6-5 LACCD 2015 Internal Audit Report

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

- At the end of each fiscal year, LACCD undergoes a District-wide independent external audit which is presented to the Board of Trustees and publically posted (III.D.7-1).
- In response to the District's audit findings, the College prepares, whenever warranted, a corrective action plan (III.D.7-2).
- The District's Internal Audit Department (IAD) conducts periodic internal audits at the College. These internal audits are focused on specific programs, areas, and/or departments. At the conclusion of IAD audits, the College receives a written report; based on the findings, the College may be required to develop a Corrective Action Plan (CAP) (III.D.7-3).
- Senior administration reviews the CAP and disseminates the information to the appropriate departments and committees for corrective action (III.D.7-4).

Analysis and Evaluation:

The College widely disseminates information on external audits and responds to its findings by making necessary changes to the financial plan, budget, and current and predicted budget conditions. In addition, periodic dissemination of information occurs during meetings with the academic department managers and administrative services.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.7-1 External Audit
- III.D.7-2 Corrective Action Plan
- III.D.7-3 LACCD 2015 Internal Audit Report
- III.D.7-4 See III.D.7-1

III.D. 8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

LACCD:

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness. Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency. Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle.

- a. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (see Standard III.D.5) (III.D.8-1).
- b. Material weaknesses were identified in the District's external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District's corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5) (III.D.8-2).
- c. Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), Board of Trustees and the CFO, and is used to evaluate and improve the District's financial management and internal control systems (III.D.8-3), (III.D.8-4).
- d. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5) (III.D.8-5).
- e. The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program's inception. The Bond Program has never received a qualified or modified audit (III.D.8-6 through III.D.8-9).

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- f. Material weaknesses were identified in the Bond Program's financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls, and no material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014 (III.D.8-10),(III.D.8-11).
 - g. Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board's FMPOC, and the District Citizens' Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed (III.D.8-12a and b),(III.D.8-13),(III.D.8-14).
 - h. The Board recently amended BR 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity (III.D.8-15).
 - i. The District's Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff (III.D.8-16),(III.D.8-17).
 - j. In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District's evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting of all expenditures, and strengthens the District's financial and internal control systems (III.D.8-18 through III.D.8-22).
 - k. In FY 2011, the District updated and reissued its accounting manual, which was designed to "*...assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.*" The manual is disseminated and used district-wide and has resulted in better internal controls along with a reduction in transaction processing time (III.D.8-23).

LAMC:

- The District and College regularly evaluate financial management practices. The District employs financial analysts, internal auditors, and strong supervisory staff in the Business Services Office who assess fiscal activities (III.D.8-24).
- As previously mentioned in III.D.7, internal control systems are evaluated annually by both external and internal audits (See III.D.8-7).
- Annual Program Reviews of financial control systems unveil any needed improvements.
- The CFA and the Vice President of Administrative Services rely on communication with the Business Office staff and reports such as the monthly cash count to assess the validity of the financial control systems (III.D.8-25).

Analysis and Evaluation:

LACCD:

The District regularly evaluates its financial and internal control systems and assesses them for validity. The District substantially improved its internal controls in response to the ACCJC visiting team's recommendation that "*...the resolution of the material weakness and*

significant deficiencies cited in the 2010 financial audit be fully effected by the completion of next year's audit and appropriate systems be implemented and maintained to prevent future audit exceptions..." (III.D.8-26).

By February 2014, the ACCJC stated that "the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and...resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions." The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised. The District meets this Standard (III.D.8-27).

LAMC:

The institution regularly evaluates its financial management practices and uses the results to improve internal control structures. Through evaluation and gradual improvement, the formulaic approach to the District's budget process provides an effective financial management tool for fiscal stability.

Regular Program Reviews* evaluate the efficacy of systems and identify needed improvements. In addition, Specially Funded Programs undergo annual external audits to determine compliance with regulations.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.8-1	LACCD 2015 Annual Audit Report
III.D.8-2	LACCD 2014 Annual Audit Report
III.D.8-3	BOT Agenda on Audit – 12/3/2014
III.D.8-4	BFC Minutes on Audit – 12/3/2014
III.D.8-5	See III.D.8-1
III.D.8-6	LACCD Bond Financial Audit, 6/30/09
III.D.8-7	LACCD Bond Financial Audit, 6/30/10
III.D.8-8	LACCD Bond Financial Audit, 6/30/11
III.D.8-9	LACCD Bond Financial Audit, 6/30/12
III.D.8-10	LACCD Bond Financial Audit, 6/30/13
III.D.8-11	LACCD Bond Financial Audit, 6/30/14
III.D.8-12a	BOT Agenda – 12/2/2014
III.D.8-12b	FMPOC Agenda – 11/19/2014
III.D.8-13	DCOC Agenda – 1/30/2015
III.D.8-14	DCOC Agenda – 3/13/2015
III.D.8-15	BOT Agenda – 6/24/2015
III.D.8-16	DBC Procurement Audits Summary Report – 6/10/2015
III.D.8-17	Procurement Training – 6/25/2015

- III.D.8-18 SAP Business Warehouse Finance Screenshot
- III.D.8-19 SAP Business Warehouse HR Screenshot
- III.D.8-20 SAP Business Warehouse Instructional Screenshot
- III.D.8-21 SAP Business Warehouse Procurement Screenshot
- III.D.8-22 SAP Business Warehouse Time Screenshot
- III.D.8-23 Business Office & Accounting Policies and Procedures Manual – 2/21/2012
- III.D.8-24 LACCD 2015 Internal Audit and External Audit Report
- III.D.8-25 LAMC Monthly Cash Counts – July through September 2015
- III.D.8-26 ACCJC Letter to District – 7/3/2013
- III.D.8-27 ACCJC Letter – 2/7/2014

III.D. 9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

LACCD:

Between FY 2008-09 and 2012-13, the District experienced more than \$100 million in funding cuts. The District made significant reductions in class offerings, changed employee health benefits plans, and instituted stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow, and healthy reserves which range from 13% to 17%.

Cash Flow

The District has a strong financial position. The Board reviews and adopts the District's Final Budget every September (III.D.9-1),(III.D.9-2),(III.D.9-3).

a.

	2015-2016 Budget	2014-2015 Budget
Total Budget	\$2.87 billion	\$2.96 billion
Prop A, AA & Measure J Bonds in the building fund	\$1.61 billion	\$1.87 billion
General Fund	\$929.58 million	\$751.52 million
Unrestricted General Fund	\$748.18 million	\$618.61 million

	June 30, 2014	June 30, 2013*
Net position	\$743.6 million	\$700.4 million
Unrestricted net position	\$34.7 million	\$19.6 million
Restricted net position	\$295.5 million	\$238 million
Current and other assets (not capital)	\$906 million	\$1.2 billion

*Balances presented as restated due to implementation of GASB Statement No. 65 (III.D.9-4).

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- b. In December 2014, the District's bond rating was upgraded by Standard and Poor's from AA to AA+ (III.D.9-5).
 - c. Strong fiscal controls, coupled with an improved state economy, have left the District in a healthy financial condition. The District's financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District's Final Budgets (III.D.9-6 through III.D.9-12).
 - d. The District issued \$80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, \$80 million in principal and \$1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future (III.D.9-13).

Reserves

- e. District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained "*...a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level*" (III.D.9-14).
- f. In FY 2012-2013, the District had increased reserves to: "...District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level" (III.D.9-15).
- g. In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2% (III.D.9-16).
- h. Since FY 2013-2014, the District has maintained "*...a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.*" (III.D.9-17),(III.D.9-18),(III.D.9-19).
- i. For 2015-2016, the District's General Reserve is \$41.48 million and represents 6.5 percent of the Unrestricted General Fund revenue budget. The District's Contingency Reserve is \$23.42 million and represents 3.5 percent of the Unrestricted General Fund revenue budget (III.D.9-20).
- j. The District Contingency Reserve is used to "*...meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year.*" Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307 (III.D.9-21 through III.D.9-24).

Risk Management

- k. Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to \$600 million and \$40 million respectively. The District's "All Risk" property deductible is \$25,000 per occurrence, and liability self-insurance retention is \$1.5M per occurrence. Trustees are covered by the District's liability insurance (III.D.9-25).

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- l. The District is self-insured for up to \$750,000 for each workers' compensation claim, \$1 million per employment practices claim, and \$1.5 million for each general liability claim. The District maintains workers compensation insurance coverage through USI, with an excess workers compensation policy underwritten by Safety National (III.D.9-26).
 - m. For the year ending June 30, 2014, the District made total premium payments of approximately \$2.9 million for general liability and property claims (III.D.9-13).
 - n. The Board adopted a policy on liability claims (Board Rule 7313) which requires that *"all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, the Senior Associate Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor."* (III.D.9-27).
 - o. A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO's Office to formally allocate those funds (III.D.9-28).

Analysis and Evaluation:

LACCD:

The District has fully demonstrated its ability to maintain adequate reserves and continues to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District does not anticipate doing so again in the foreseeable future. The District meets this Standard.

LAMC:

Consistent with their core value of fiscal stability, the District and College maintain sufficient cash flow and reserves, maintained in a self-insurance fund, to meet all current and reasonably anticipated future obligations, including possible risk losses. Cash flows are projected, and in the past, TRANS have been used to ensure sufficient cash is available to sustain operations during periods when revenues are delayed. In recent years, however, the District has maintained sufficient cash flow and reserves to remain stable when the state implemented deferrals without the use of TRANS.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.9-1	Final Budget 2015-2016 PowerPoint – 9/2/2015
III.D.9-2	Final Budget 2015-2016, 9/2/2015, Cover Letter, page i
III.D.9-3	Final Budget 2014-2015, 9/3/2014, Cover Letter, page i
III.D.9-4	LACCD Financial Audit – 6/30/2014, page 6
III.D.9-5	LACCD Press Release on Bond Rating – 12/1/2014
III.D.9-6	Final Budget 2009-2010, pages i and 1
III.D.9-7	Final Budget 2010-2011, pages i and 1
III.D.9-8	Final Budget 2011-2012, pages i and 1
III.D.9-9	Final Budget 2012-2013, pages i and 1

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- III.D.9-10 Final Budget 2013-2014, pages i and 1
 - III.D.9-11 Final Budget 2014-2015, pages i and 1
 - III.D.9-12 Final Budget 2015-2016, 9/2/2015, pages i and 1-9
 - III.D.9-13 LACCD Financial Audit – 6/30/2014, page 46
 - III.D.9-14 Final Budget 2011-2012, Appendix F, 8/5/2011, page 3
 - III.D.9-15 Final Budget 2012-2013, Appendix F, 8/6/2012, page 4
 - III.D.9-16 Board Agenda, BT2 – 5/23/2012
 - III.D.9-17 Final Budget 2013-2014, Appendix F, 8/21/2013, page 4
 - III.D.9-18 Final Budget 2014-2015, Appendix F, 9/3/2014, page 4
 - III.D.9-19 Final Budget 2015-2016, Appendix F, 9/2/2015, page 3
 - III.D.9-20 Final Budget 2015-2016, 9/2/2015, page 8
 - III.D.9-21 Title 5, Section 58307
 - III.D.9-22 BOT Agenda – 4/11/2012
 - III.D.9-23 BOT Agenda – 7/10/2013
 - III.D.9-24 BOT Agenda – 7/9/2014
 - III.D.9-25 LACCD Certificate of Liability – 6/26/2015
 - III.D.9-26 LACCD Financial Audit – 6/30/2014, page 45
 - III.D.9-27 Board Rule 7313, updated 10/1/2008
 - III.D.9-28 Board Letter – 6/24/2015

III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

LACCD:

The District practices effective oversight and management of all financial resources. It also continually evaluates and, where needed, improves its oversight of financial aid, grants, externally funded programs, contracts, foundations, auxiliary organizations and institutional investments and assets. The District has both centralized and decentralized practices to ensure effective oversight.

Centralized District Oversight

- a. **Purchasing:** The District's Contracts and Purchasing department procures goods and services not purchased directly by colleges. All contracts are reviewed to ensure they are in the District's best interest in accordance with Board Rule 7100, as well as District policies and procedures related to procurement (III.D.10-1),(III.D.10-2),(III.D.10-3).
- b. **Institutional Investments and Assets:** The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements (III.D.10-4),(III.D.10-5).
- c. **Budget Oversight:** In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges

during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws. The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending (III.D.10-6 through (III.D.10-9).

- d. **Financial Aid:** The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers (III.D.10-10).
- e. **Specialized Employees:** The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs, and ensure compliance with all applicable rules and regulations (III.D.10-11).
- f. All grant and externally funded programs also have a dedicated SFP (Specially Funded Program) accountant assigned to fiscal monitoring and oversight (III.D.10-12).
- g. **Audits:** Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs (see Standard III.D.5). All special funds are regularly audited and demonstrate the integrity of financial management practices. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source (III.D.10-13).
- h. **Auxiliary Organizations:** The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the Chancellor created a Senior Director of Foundation position for the District. This position is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundation's infrastructure, and coordinating District-wide advancement efforts (III.D.10-14),(III.D.10-15),(III.D.10-16).

Decentralized District Oversight

- i. **Fiscal and Enrollment Management:** District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices (III.D.10-17),(III.D.10-18).
- j. **Auxiliary Organizations:** All college foundations have operating agreements with the District. Foundations are required to provide regular financial reports, reimburse the District for services, and operate in accordance with state law and District and nonprofit regulations (III.D.10-19).
- k. College foundations receive annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all LACCD foundations received internal audits in 2013-14, which will continue on a recurring basis. Internal auditors highlighted findings common to all foundations, and recommended corrective actions, which are scheduled to be completed by fall 2015 (III.D.10-20),(III.D.10-21).
- l. **Student ASO Funds:** Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College Presidents review and approve all proposed ASO expenditures. Beginning in 2014-15, a

schedule of internal audits for college ASOs was established by the Internal Audit unit. As the internal audits are completed, outcomes will be completed and reported to the BFC (III.D.10-22 through (III.D.10-25).

LAMC:

- Bank statements are reconciled by College and District staff.
- Both the College and the District have policies, procedures and practices to manage financial aid (III.D.10-26),(III.D.10-27).
- The College and the District have staff dedicated to the oversight and reporting of categorical grants and specially funded programs. Contractual relationships are managed through College oversight and District Contract and Legal Departments (III.D.10-28).
- The College and the LAMC Foundation oversee Foundation practices and finances. The District provides additional oversight for the Foundation (III.D.10-29), (III.D.10-30), (III.D.10-31).
- The chief financial administrator and Vice President of Administrative Services review the status of all funds on a quarterly basis and report any concerns to the area Vice President. Previous internal audits revealed some weaknesses in the Foundation and in the area of cash control and purchasing; all issues have been addressed (III.D.10-32).
- College financial aid processes are effective and have had no external audit findings since 2011 (III.D.10-33).

Analysis and Evaluation:

LACCD:

The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center (ESC) identify and correct deficiencies in internal controls and financial management practices when they are identified. Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations. The District meets this Standard.

LAMC:

Organizationally, the District plays a major role in the financial administration of the College, providing expertise and independent oversight in the areas of accounting, budgeting, risk management, payroll, purchasing, and grants and contracts functions (LACCD District Organization Chart).

The District allocates resources using a formula-driven approach that ensures an efficient and equitable distribution while maintaining a balanced budget for prudent fiscal management. In addition, the SAP financial system provides tools and reports that facilitate effective control over finances. The College Business Office uses the system to monitor budget availability for requests before they are sent to the District, detecting and correcting exceptions at the College level.

In addition to budget controls, employees responsible for the oversight of categorical programs or grants are required to certify on requisition forms that all purchases comply with specific program requirements. All long-term financial and contractual commitments must be reviewed and authorized by the District before approval or recommendation to the Governing Board. The Authorized Signer List specifically identifies positions authorized to sign various documents.

The Citizens' Bond Oversight Committee oversees the spending of general obligation bonds in compliance with Proposition 39. Bond funds undergo an annual performance audit by an independent auditor. Revenue collections are subject to identified internal control procedures as well. The District's internal auditors review all internal controls of receipts, expenditures, and data security.

Finally, the District and colleges hold a monthly CFA and Vice Presidents of Administrative Services meeting to evaluate and resolve system problems. The issues discussed by these groups encompass general financial operating controls and technology. These forums have proven to be particularly effective in identifying areas of weaknesses and initiating improvements.

ACTIONABLE IMPROVEMENT PLAN

A quarterly report of all funds to the executive team will make College finances more transparent.
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Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.10-1 Board Rule 7100
- III.D.10-2 Board Agenda – 6/10/2015
- III.D.10-3 Business Operations Policy and Procedures, PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09
- III.D.10-4 LACCD Financial Audit – 6/30/2014, pages 25-26
- III.D.10-5 LACCD Asset Management Policies and Procedures – 4/3/2009
- III.D.10-6 Board Rule 7600
- III.D.10-7 District Budget Operational Plan Instructions 2015-2016
- III.D.10-8 District Budget Calendar 2015-2016, 6/26/2015
- III.D.10-9 College Financial Liaison Contact List 2015-2016
- III.D.10-10 Financial Aid Procedures Manual
- III.D.10-11 SFP Classifications
- III.D.10-12 SFP Accountant List – 6/2015
- III.D.10-13 LACCD Annual Audit – 6/30/2014, pages 73-81, 86-90
- III.D.10-14 Senior Director of Foundation Job Description – 3/24/2015
- III.D.10-15 LACCD Foundation Summit – 4/17/2015
- III.D.10-16 Presidents' Council Agenda – 6/5/2015
- III.D.10-17 Budget Expenditure Projections, 2nd Quarter 2008-2009
- III.D.10-18 ELAC2Q Recap Packet – 3/12/2015
- III.D.10-19 LACC Foundation Contract – 6/2015

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- III.D.10-20 Foundation Internal Audit Summary – 4/23/2014
 - III.D.10-21 Foundation Corrective Action Plans – 9/17/2014
 - III.D.10-22 Board Rule 9200-9300
 - III.D.10-23 Admin Regulations S-1 to S-7
 - III.D.10-24 Internal Audit Plan 2014-2015
 - III.D.10-25 Budget & Finance Committee Documents – 4/15/2015 ASO Audits
 - III.D.10-26 LACCD Regulations: Financial Assistance to Students
 - III.D.10-27 LACCD District Governance and Functions Handbook 2013
 - III.D.10-28 LACCD Procurement Training 2015 Presented by ESC Contracts and Purchasing Unit/Office of General Counsel/College Procurement Specialists
 - III.D.10-29 LAMC Foundation Members' List
 - III.D.10-30 LACCD Board Rules Auxiliary Organizations
 - III.D.10-31 LACCD Administrative Regulations
 - III.D.10-32 LACCD BoT/Budget & Finance Committee Minutes
 - III.D.10-33 LACCD Report on the Audited Basic Financial Statements

Liabilities

III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

LACCD:

The District has a well-coordinated and integrated budget planning system that takes into consideration both short-term and long-term financial issues. The District creates comprehensive income and cost projections on a regular basis that are used for budget planning, resulting in a long-standing culture of fiscal responsibility and solvency.

- a. The District maintains financial solvency by ensuring that all obligations are identified with accurate valuations. The District systemically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of obligations (III.D.11-1).
- b. The District has maintained a history of positive net position. As of June 30, 2015, the District's total net position was \$743.6 million, an increase of \$43.1 million over June 30, 2013 (see Standard III.D.9) (III.D.11-2).
- c. As of June 30, 2014, the District's working capital (current assets minus current liability) was \$132.9 million, with a cash and cash equivalent balance of \$138.6 million. The District's non-current assets are greater than non-current liabilities. The balance is sufficient to cover all obligations payable by the District including compensated absences, general liability workers' compensation, and other post-retirement employee benefits (III.D.11-3).

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- d. The District uses its existing governance structure to exchange information and seek recommendations from the Board's Budget and Finance Committee in order to ensure budget priorities align with the District's Strategic Plan's goals, Board of Trustees' goals, and the Chancellor's recommendations (III.D.11-3).
 - e. The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform the District's next fiscal year's budget (III.D.11-4).
 - f. Similarly, the DBC, the Chancellor's Cabinet, and the Chancellor make budget recommendations to the Board Budget and Finance Committee (BFC), prior to adoption of the final budget (III.D.11-5).
 - g. The District's budget planning priorities are informed by the Chancellor's proposed recommendations, the funding of the District's reserve policy, the alignment with the goals of the District's Strategic Plan for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District (III.D.11-6).
 - h. The District's Final 2015-2016 Budget priorities address long-range financial obligations such as meeting the Full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contributions, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs (III.D.11-7).
 - i. In June 2015, the Chancellor recommended that the Board Finance Committee (BFC) approve \$3.9 million for the completion and roll-out of the District's Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and \$2.5 million in critical facility infrastructure repair and maintenance at the ESC in the 2015-2016 budget. This \$6.5 million investment is in line with District's Strategic Plan and Board goals which support student success. The Board's subsequent approval involved consideration for the District's long-range financial priorities while balancing short- and long-term operational needs (III.D.11-8).

LAMC:

- Long-term liabilities such as debt repayment, retiree health benefits obligations, and insurance costs are managed at the District level (III.D.11-9).
- Based on the funding and spending projections generated by the District finance staff, the College clearly identifies, plans, and allocates resources for payment of liabilities. The College continues to carefully control unfunded Full-Time Equivalent Students (FTES) and reduces variable labor costs, controls expenditures for supplies and equipment, and minimizes losses incurred in restricted programs
- The District advises the colleges on their obligations to hire full-time faculty to fulfill the Faculty Obligation Number (FON).

Analysis and Evaluation:

LACCD:

The District adheres to well-considered reserve and fiscal management policies, which are congruent with the District's Strategic Plan, and ensure financial solvency in the short- and long-term. The proposed 2015-16 budget reflects a \$65.43 million projected ending balance. The District meets this Standard.

LAMC:

The College's short-range financial decisions are well integrated with long-term financial plans in the areas of facilities and infrastructure development, instructional technology investments, enrollment management, and hiring decisions. BPC reviews and prioritizes routine budget augmentations based on the Strategic Master Plan and subsequently makes recommendations to the College Council for approval.

The College enjoys a strong financial position and is able to meet its short- and long-term obligations. The District's non-current assets are greater than non-current liabilities by \$158.8 million. The balance is sufficient to cover all obligations payable by the District such as compensated absences, general liability workers' compensation, and other post-retirement employee benefits (III.D.11-10).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.11-1 LACCD Financial Audit – 6/30/2015, pages 34-35
- III.D.11-2 LACCD Financial Audit – 6/30/2014, pages 17-18
- III.D.11-3 Final Budget 2015-2016, 9/2/2015, pages 1-10
- III.D.11-4 Long Range Forecast, BFC – 3/11/2015
- III.D.11-5 DBC Minutes – 4/22/2015
- III.D.11-6 Final Budget 2015-2016 PowerPoint, 9/2/2015
- III.D.11-7 Final Budget 2015-2016 PowerPoint, 9/2/2015, pages 8
- III.D.11-8 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/2015
- III.D.11-9 LACCD OPEB Funding Progress
- III.D.11-10 Unrestricted Gen Funds-10-year Trend

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:

LACCD:

The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

- a. District Budget and Planning Committee policies include funding of contingency reserves (3.5%), general reserves (6.5%), and a deferred maintenance reserve (1.5%). There are also special reserve set-asides for future obligations; a set aside for 2015-2016 salary increases as well as STRS and PERS contribution increases, and a set-aside for new faculty hires to meet FON obligations (see Standard III.D.11) (III.D.12-10).

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- b. The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District's total long-term liabilities were \$3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers' compensation claims, general liability, compensated absences, and capital lease obligations (III.D.12-11).
 - c. The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles (III.D.12-2).
 - d. The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its post-retirement health benefits (III.D.12-3).
 - e. In February 2015, the BFC reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums (III.D.12-4).
 - f. In every year to date, the District's employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law (III.D.12-5).
 - g. The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, approved by the District's six unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92% of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund (III.D.12-6).
 - h. As of March 31, 2015, the District had set aside approximately \$57.3 million in an external trust fund and its fair market value for this same period was approximately \$77.5 million. In June 2015, the BFC approved the Chancellor's recommendation to increase the District's OPEB contribution as part of its 2015-16 budget (see III.D.11) (III.D.12-7).
 - i. The District has allocated appropriate resources for the payment of workers' compensation. The District is self-insured for up to a maximum of \$750,000 for each workers' compensation claim and \$1 million per employment practices claim (see Standard III.D.9) (III.D.12-12).
 - j. The balance of all outstanding workers' compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9).
 - k. Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District's current workers' compensation liability is \$5 million (see Standard III.D.9) (III.D.12-11).
 - l. Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also "...does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service..." (III.D.12-8), (III.D.12-9).

Analysis and Evaluation:

The District's short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year. The District meets this Standard.

The process used in computing claims liabilities does not necessarily result in an exact amount because actual claim liabilities depend on complex factors such as inflation, changes in legal doctrines, and damage awards. Liabilities for incurred losses to be settled by fixed or reasonably determinable payments over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District's current workers' compensation liability is \$5 million. The District's strong financial position covers these obligations.

LIST OF EVIDENCE

- III.D.12-1 LACCD Financial Audit – 6/30/2014, pages
- III.D.12-2 LACCD Financial Audit – 6/30/2014, pages 39-44
- III.D.12-3 Postretirement Health Benefits Actuarial Valuation – 7/1/2013
- III.D.12-4 Future Costs Analysis, Budget & Finance Committee Meeting – 2/11/2015
- III.D.12-5 LACCD Financial Audit – 6/30/2014, page 33
- III.D.12-6 LACCD Board Agenda and Minutes, Com. No. BF2, 4/23/2008
- III.D.12-7 CalPERS Quarterly Financial Statement – 3/31/2015
- III.D.12-8 Board Rule 101001.5
- III.D.12-9 Board Rule 101020
- III.D.12-10 District Budget and Planning Committee Policy
- III.D.12-11 LACCD 2015 Annual Audit Report
- III.D.12-12 LACCD District Insurance Premium

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:**LACCD:**

The District does not currently have any locally incurred debt, nor has it had any during the past thirty years.

LAMC:

There are no locally incurred LAMC debt instruments.

Analysis and Evaluation:

Not applicable as LAMC does not have any debt instruments incurred at the campus level.

III.D.14

All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

LACCD:

The District has numerous rules, regulations, and standing procedures to ensure proper use of funds consistent with their intended purpose. Regulations are updated regularly, and both internal and external audits are conducted on an annual basis, allowing the institution to identify and promptly correct any deficiencies in internal controls and ensure financial resources are well managed and used with integrity and in accordance with their intended purpose.

- a. District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5) (III.D.14-1 through III.D.14-6).
- b. Administrative Regulations governing auxiliary organizations' management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations governing Associated Student Organization funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District's "Business Office & Accounting Policies and Procedures Manual" is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8) (III.D.14-7), (III.D.14-8), (III.D.14-9).
- c. The Board reviews and approves issuance of additional general obligation bond funds. The District's annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8) (III.D.14-10 through III.D.14-13).
- d. Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV: student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc Program Reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance (III.D.14-14).
- e. Board Rules 7608 and 7900 articulate the authority and responsibility of the CEO in overseeing compliance of the District's financial management and internal control structure with existing Board policy, state and federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5) (III.D.14-15).

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- f. The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5) (III.D.14-16).

Analysis and Evaluation:

LACCD:

Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes. The District has not issued any Certificates of Participation since December 2009. The District meets this Standard.

LAMC:

The audits performed by the external auditors resulted in unqualified opinions for over a decade. The College has had no audit findings since 2011. Internal audits resulted in some areas of weaknesses being identified and corrective action plans have been implemented to address any deficiencies.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.14-1 LACCD Financial Audit, 6/30/2014, pages 82-85
- III.D.14-2 LACCD Financial Audit, 6/30/2013, pages 83-85
- III.D.14-3 LACCD Financial Audit, 6/30/2012, pages 74-82
- III.D.14-4 LACCD Financial Audit, 6/30/2011, pages 72-73
- III.D.14-5 LACCD Financial Audit, 6/30/2010, pages 70-74
- III.D.14-6 LACCD Financial Audit, 6/30/2009, pages 78-81
- III.D.14-7 Administrative Regulations AO-9 to AO-19
- III.D.14-8 Administrative Regulations S-1 to S-7
- III.D.14-9 Business Office & Accounting Policies and Procedures Manual – Updated 2/21/2012
- III.D.14-10 LACCD Bond Financial Audit, 6/30/2014, pages 8-10
- III.D.14-11 LACCD Bond Financial Audit, 6/30/2013, pages 8-9
- III.D.14-12 LACCD Bond Financial Audit, 6/30/2012, pages 8-10
- III.D.14-13 LACCD Bond Financial Audit, 6/30/2011, pages 8-9
- III.D.14-14 CFAU Flow Chart/Evidence
- III.D.14-15 Board Rule 7608 and 7900
- III.D.14-16 LACCD 2015 Internal Audit Report

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirement, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

- The District is subject to an annual OMB A-133 audit to determine District compliance with major Federal programs such as Title IV. For FY2013, the District received an unmodified opinion and was deemed compliant with all requirements described in the OMB Circular A-133 Compliance Supplement (III.D.15-1).

Analysis and Evaluation:

The College monitors and manages its funds with integrity, as evidenced by no negative findings in the past three years' external audits.

The most current (FY2012) official three-year Cohort Default Rate (CDR) for the College is 16.4%. Consequently, the College collaborates with the District's Central Financial Aid Unit (CFAU) for default prevention. The District is contracted with a third-party entity to use its Borrower Connect cohort management software/service.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.15-1 LACCD OMB A-133 Compliance Audit

Contractual Agreements

III.D. 16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

- The Vice President of Administrative Services (VPAS) signs off on all contract requests to ensure all contracts are consistent with the College's Mission and goals (IIID.16-1).
- The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract (III.D.16-2).
- The VPAS ensures that all contract provisions maintain the integrity of programs, services, and operations (III.D.16-3).

Analysis and Evaluation:

The VPAS reviews and approves all contracts to ensure their alignment with the College Mission.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- III.D.16-1 Contract Request Forms Signed by the Vice President Administrative Services
- III.D.16-2 LACCD Board of Trustees Policy on Ratifying Contracts within 60 days
- III.D.16-3 LACCD Procurement Training – 6/2015

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. DECISION-MAKING ROLES AND PROCESSES

**In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

IV.A.1

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

Evidence of Meeting the Standard:

- The College's shared governance process allows the opportunity to create and encourage innovative ideas, practices, and programs within the goals of the College and the mission (IV.A.1-1).
- Ideas for improvement from focus groups and surveys are planned and implemented effectively (IV.A.1-2a-b), (IV.A.1-3), (IV.A.1-4).
- Ideas for improvement from Program Reviews* are evaluated through systematic participative processes to assure effective planning and implementation (IV.A.1-5 through IV.A.1-8).

Analysis and Evaluation:

The College has a well-defined process that encourages innovation leading to institutional excellence. Through the shared governance planning process faculty, staff, students and administrators have an opportunity to forward initiatives that improve practices, programs, and services (IV.A.1-1). For instance, in 2014 the faculty and staff survey identified several

issues that were later explored in College focus groups (IV.A.1-2a-b). The innovative ideas that emanated from the focus groups were then approved by the College Council for implementation. As another example, several recommendations from the classified staff led to the adoption of training programs (IV.A.1-3),(IV.A.1-4).

Annual Program Reviews* conducted by the divisions of academic affairs, student services, and administrative services encourage innovative ideas for consideration by the shared governance planning committees (IV.A.1-5). For instance, in FY 2014-2015 the student services Program Review recommended the hiring of an Associate Dean for Disabled Student Program & Services (IV.A.1-6),(IV.A.1-7).

Another example of improvement through a systematic participatory process is the multimedia program's establishment of articulation to facilitate career pathways from local high schools to the College, minimizing repetitive coursework while granting college credit. As a result, the Academic Senate resolved to waive the 12-unit residence requirement for students participating in this pathway (IV.A.1-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.1-1	Shared Governance Handbook
IV.A.1-2a	Faculty/Staff Survey
IV.A.1-2b	Classified Focus Group
IV.A.1-3	President Meeting with Classified Groups
IV.A.1-4	Agenda of classified shared governance training
IV.A.1-5	Program Review Processes implemented by LAMC
IV.A.1-6	Student Services Program Review
IV.A.1-7	Hiring of Associate Dean for DSPS
IV.A.1-8	Academic Senate Minutes for Multimedia Pathway

IV.A.2

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

Evidence of Meeting the Standard:

- The College has established policies and procedures for administrators, faculty, students, and staff to participate in the shared governance process (IV.A.2-1),(IV.A.2-2a-b), (IV.A.2-3), (IV.A.2-4),(IV.A.2-6),(IV.A.2-7).
- The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes (IV.A.2-5).

- Individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees (IV.A.2-8).

Analysis and Evaluation:

The College has established policies and procedures for broad participation in College decision-making (IV.A.2-1). In addition, employee unions specify their role in shared governance planning and decision-making committees (IV.A.2-2a-b).

The Associated Student Organization (ASO) constitution and by-laws outlines the students' role in serving on all shared governance planning committees (IV.A.2-3),(IV.A.2-4), (IV.A.2-5). The ASO President is a member of the College Council and gives a standing report at each monthly College Council meeting (IV.A.2-6). ASO student members participate in all shared governance committees as well as on the College Foundation.

Special purpose committees are also clearly outlined in College policies and procedures. For instance, program viability* committees are assembled by the Academic Senate to review and examine the viability of academic programs (IV.A.2-7). Recently a special purpose ad-hoc committee was organized to review the viability of Cooperative Education and recommended its suspension. The program was subsequently placed on a two-year moratorium pending further study of College programs that provide practical work experience for students enrolled in various disciplines (IV.A.2-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.2-1	Shared Governance Handbook
IV.A.2-2a	Los Angeles College Faculty Guild Contract
IV.A.2-2b	College Staff Guild Contract
IV.A.2-3	ASO Constitution
IV.A.2-4	Student Focus Group
IV.A.2-5	Social Media Initiative
IV.A.2-6	ASO Reports to College Council
IV.A.2-7	Program Viability Process
IV.A.2-8	Cooperative Education Program Review Report

IV.A.3

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

Evidence of Meeting the Standard:

- Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance (IV.A.3-1),(IV.A.3-2).
- Administrators and faculty have a voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise (IV.A.3-3),(IV.A.3-4a-g), (IV.A.3-5),(IV.A.3-6),(IV.A.3-7),(IV.A.3-8).

Analysis and Evaluation:

Shared governance committees provide administrators and faculty a substantive and clearly defined role in institutional governance (IV.A.3-1). The composition of the shared governance committees is defined in their individual charters and each committee is co-chaired by a faculty and administrator (IV.A.3-2),(IV.A.3-3). With the full participation of faculty, administrators, staff, and students, shared governance committees encourage their voices in policies, procedures, and planning (IV.A.3-4).

Full participation of faculty, administrators, staff, and students is further evidenced by the annual resource allocation and Program Review* processes (IV.A.3-5). Requests ranked by Vice Presidents in their respective programs are forwarded to the Budget and Planning Committee (BPC) for consideration (IV.A.3-6). The College Council subsequently reviews BPC recommendations and submits the approved requests to the College President (IV.A.3-7).

At the annual strategic planning retreat convened by the College Council, an evaluation of the resource allocation process was completed. The evaluation concluded that there needs to be some modification to the process. The modifications approved by the College Council included consultation with the Deans who are working with program managers to identify resource needs. These consultations will be convened by the respective Vice Presidents and submitted to Budget and Planning for their consideration (IV.A.3-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.3-1	Shared Governance Handbook
IV.A.3-2	List of Shared Governance Committee Chairs
IV.A.3-3	Facilities Planning Committee
IV.A.3-4a	Shared Governance Charters
IV.A.3-4b	Budget & Planning Charter
IV.A.3-4c	Educational Planning Committee Charter
IV.A.3-4d	Facilities Planning Committee Charter
IV.A.3-4e	Professional and Staff Development Committee Charter
IV.A.3-4f	Student Support Services Committee Charter
IV.A.3-4g	Technology Committee Charter
IV.A.3-5	Resource Allocation Model
IV.A.3-6	Budget and Planning Rubric
IV.A.3-7	Budget and Planning Recommending Allocations
IV.A.3-8	Resource Allocation Model

IV.A.4

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

Evidence of Meeting the Standard:

- Faculty and academic administrators have responsibility for shared governance, recommendations about curriculum and student learning programs (IV.A.4-1 through IV.A.4-7).
- Faculty and academic administrators have a responsibility for recommendations about student services (IV.A.4-8).
- Faculty and academic administrators, through policy and procedures, and through well-defined structures, participate in institutional decision-making through the shared governance process (IV.A.4-9).

Analysis and Evaluation:

The shared governance process is the primary mechanism by which all campus constituents participate in decision-making. The shared governance committee structure chart illustrates the lines of communication and decision-making (IV.A.4-1),(IV.A.4-2).

Full-time faculty are contractually required to participate in at least one committee (IV.A.4-9); furthermore, all committees enjoy sufficient administrative presence and support. Faculty and academic administrators make recommendations about curriculum and student learning programs through the Curriculum* Committee (IV.A.4-3); the Educational Planning Committee* (EPC) (IV.A.4-4); the Program Review Oversight Committee* (PROC) (IV.A.4-5); the Academic Senate (IV.A.4-6); and the Learning Outcomes Assessment Committee* (LOAC) (IV.A.4-7). Recommendations about student services occur through the Student Support Services Committee (SSSC) (IV.A.4-8).

Recommendations of various shared governance committees are communicated to College Council and taken under advisement by the President.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.4-1	Shared Governance Committee Structure
IV.A.4-2	Shared Governance Handbook
IV.A.4-3	Curriculum Committee
IV.A.4-4	Educational Planning Committee
IV.A.4-5	Program Review Oversight Committee
IV.A.4-6	Academic Senate Roles and Responsibilities
IV.A.4-7	Learning Outcomes Assessment Committee (LOAC) Charter
IV.A.4-8	Student Support Services Committee
IV.A.4-9	Shared Governance Process

IV.A.5

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

Evidence of Meeting the Standard:

- Board policies inform the structure of shared governance (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).
- Institutional governance is embodied in the College Council structure and the annually updated Strategic Master Plan (IV.A.5-3),(IV.A.5-4).
- The appropriate consideration of relevant perspectives and decision-making is reflected in shared governance committees' membership (IV.A.5-5 through IV.A.5-9), (IV.A.5-11).
- Institutional plans, policies, curricular change, and other key considerations occur through the curriculum* committee and College planning documents (IV.A.5-4), (IV.A.5-10),(IV.A.5-12).

Analysis and Evaluation:

The LACCD Board of Trustees recognizes the Academic Senate as a representative of faculty opinions and as a consulting body on curriculum* development (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).

College Council is a recommending body that oversees the coordination of institutional planning and the development of procedures and evaluation criteria for reviewing the College's Mission, priorities, and effectiveness (IV.A.5-3),(IV.A.5-4).

Membership in shared governance committees is designed to ensure the inclusion of relevant perspectives and required expertise in the consideration of key campus issues (IV.A.5-5 through IV.A.5-9).

The following shared governance committees, included in the expanded glossary, oversee and ensure timely action on institutional plans, policies, and curricular change:

- The curriculum* committee recommends policies and champions all matters related to curriculum (IV.A.5-10).
- PROC* shepherds all matters related to the development, dissemination, timelines, and peer validation for Program Review* and, with the support of OIE*, analyzes the linkage of assessment outcomes with institutional effectiveness (IV.A.5-11).
- EPC* guides the College through the process of educational planning (IV.A.5-12).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.5-1 Los Angeles Community College District Board of Trustees Rules, Chapter XVIII, Article 1

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- IV.A.5-2 Los Angeles Community College District Administrative Regulation E-64 – Procedures for Development and Approval of New Educational Programs and Options
 - IV.A.5-3 College Council Charter
 - IV.A.5-4 Strategic Master Plan
 - IV.A.5-5 Program Review Oversight Committee
 - IV.A.5-6 Academic Senate Membership
 - IV.A.5-7 Educational Planning Committee
 - IV.A.5-8 Facilities Planning Committee
 - IV.A.5-9 Student Support Services Committee
 - IV.A.5-10 College Curriculum Committee
 - IV.A.5-11 Program Review Oversight Committee
 - IV.A.5-12 Educational Planning Committee

IV.A.6

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

Evidence of Meeting the Standard:

- The President documents and communicates the processes for decision-making and resulting policies (IV.A.6-1),(IV.A.6-2).
- Decision-making processes and outcomes are communicated by way of the Shared Governance Handbook, Strategic Master Plan, College Council action items, the Weekly Mission online newsletter, minutes of shared governance committees, and campus training (IV.A.6-3 through IV.A.6-11).

Analysis and Evaluation:

The College makes documents relevant to processes and decisions readily available to its constituents and general public:

- The President's Corner features video recordings of town hall meetings, presentations given to the campus, and state of the College presentations (IV.A.6-1),(IV.A.6-2).
- The principles of shared governance are described in the Shared Governance Handbook (IV.A.6-3). Furthermore, the shared governance oversight committee (SGOC) provides campus-wide training on shared governance principles (IV.A.6-10),(IV.A.6-11).
- Planning decisions are delineated in the Strategic Master Plan and posted on the OIE website (IV.A.6-4),(IV.A.6-5).
- College Council action items are shared electronically on the College website and featured in the Weekly Mission (IV.A.6-6),(IV.A.6-7). The Weekly Mission is an electronic newsletter disseminated via College listserves (IV.A.6-8).
- Minutes, agendas, and action items generated in shared governance committees can be accessed from the Faculty/Staff portal (IV.A.6-9).

Los Angeles College meets this standard.

LIST OF EVIDENCE

IV.A.6-1	President's Corner
IV.A.6-2	LAMC Town Hall Meeting
IV.A.6-3	Shared Governance Handbook
IV.A.6-4	Strategic Master Plan
IV.A.6-5	Office of Institutional Effectiveness
IV.A.6-6	College Council Agendas and Meeting Minutes
IV.A.6-7	College Council Action Items 2011 to Present
IV.A.6-8	Sample of Weekly Mission Bulletin
IV.A.6-9	Academic Senate and Work Environment Committee
IV.A.6-10	Shared Governance Training Sign-In Sheet
IV.A.6-11	Shared Governance Training Video

IV.A.7

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

Evidence of Meeting the Standard:

- The overall effectiveness of the shared governance structure is appraised by SGOC on an annual basis. In addition, each shared governance committee undergoes an annual self-evaluation as well as an external assessment by SGOC (IV.A.7-1),(IV.A.7-2).
- The College conducts college-wide surveys and focus groups to evaluate collegial governance and decision-making (IV.A.7-3),(IV.A.7-4),(IV.A.7-8).
- The College widely communicates the results of these evaluations and uses them as the basis for improvement (IV.A.7-5),(IV.A.7-6),(IV.A.7-7a-c).

Analysis and Evaluation:

The College utilizes a number of survey instruments and focus groups to assess the integrity and effectiveness of its shared governance committee structure:

- The annual shared governance committee self-evaluations are submitted to College Council, providing a forum for dialog and an avenue for improvement (IV.A.7-1).
- SGOC's spring 2014 assessment of the shared governance process resulted in seven recommendations and a marked improvement in College decision-making processes (IV.A.7-2).
- The fall 2014 faculty/staff survey revealed a positive view of decision-making processes but also highlighted the necessity for improved training in collegial governance (IV.A.7-3). Proficiency gaps in matters related to governance were further explored in four hour-long focus groups and action items developed to mitigate those gaps (IV.A.7-4),(IV.A.7-5),(IV.A.7-6). Many of the action items were implemented in spring 2015 and updates communicated to the campus community via emails, the Weekly Mission newsletter, and a town hall meeting (IV.A.7-7a-c).

- Student focus groups were conducted in spring 2015 to complete the evaluation process by all campus constituencies; a summary of the student group responses indicated the need for further participation by student leaders in shared governance (IV.A.7-8).

Minutes and agendas for all shared governance committees are posted on the College website and all meetings are accessible to the campus community and public.

During the summer of 2015, the College assessed the Division of Student Services and identified several areas for improvement including areas of leadership development, accountability of SS staff, faculty, and managers and the need for Student Services planning efforts to align itself with college planning efforts so that the governance of the College comprehensively pursues student success. Student learning and achievement are institutional goals in which the Student Services Division remains a critical partner. Alignment in planning, leadership and governance with all members of the institution is paramount (This topic will be further explored in the Quality Focus Essay).

ACTIONABLE IMPROVEMENT PLAN

The College and Associated Student Organization (ASO) will survey students and conduct focus groups to identify specific activities that will enhance student leaders' participation in shared governance.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.A.7-1 Shared Governance Committees Self and External Evaluations
- IV.A.7-2 Shared Governance Oversight Committee 2013-2014 Self-Evaluations of Shared Governance Committees and Recommended Actions
- IV.A.7-3 LAMC Faculty/Staff Survey – Fall 2014, pages 30-34
- IV.A.7-4 Fall 2014 Focus Group Summaries – Classified, Supervisors, Faculty, Department Chairs
- IV.A.7-5 College Council Agenda and Meeting Minutes – 1/29/2015 and Focus Group Actions
- IV.A.7-6 Email from College President – 2/3/2015
- IV.A.7-7a Emails from College President – 2/9/2015, 2/16/2015, 2/23/2015, and 3/2/2015
- IV.A.7-7b Weekly Mission Newsletter – 4/27/15
- IV.A.7-7c Town Hall Meeting Presentation – 3/3/2015
- IV.A.7-8 Student Focus Groups Summary

IV.B. CHIEF EXECUTIVE OFFICER

** In order to avoid redundancy and be as concise as possible, the College created a Glossary located in the Appendix explaining the processes and structures of the institution, such as Program Review. These processes and structures referenced in the report are noted with asterisks which are explained in greater detail in the Glossary.*

I.V.B.1

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

Evidence of Meeting the Standard:

- The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution (See IV.C.3-9, IV.C.3-17, and IV.C.3-18), (IV.B.1-9).
- The CEO provides effective leadership in budgeting and in selecting personnel (See also IV.C1-13 to 17) (IV.B.1-1a and IV.B.1-1b), (IV.B.1-4 through IV.B.1-6),(IV.B.1-8).
- The CEO provides effective leadership in planning and assessing institutional effectiveness (IV.B.1-2), (IV.B.1-3), (IV.B.1-7).

Analysis and Evaluation:

The CEO, in consultation with the Administrative Services unit, the Budget and Planning Committee* (BPC), and College Council, maintains primary authority over College budgets. College Council serves as an advisory body to the CEO and holds the responsibility of vetting the BPC* input pertaining to prioritized funding requests generated from unit Program Reviews*.

The President's participation in District budget and human resources groups aligns College processes with District budget, facilities, and personnel policies (See also IV.C.1-13 to 17), (IV.B.1-1a and IV.B.1-1b). Furthermore, the CEO ensures the College's adherence to all District and local hiring guidelines and exercises leadership, in coordination with Academic Affairs, the Academic Senate, and the faculty union, in matters related to professional development, faculty evaluations, and the tenure process (IV.B.1-4).

Monthly meetings with the Academic Senate's executive committee, joint consultation meetings with union leadership, shared governance meetings, College Council reports, town hall meetings, weekly email messages, and Monte's Minutes are a sampling of the many avenues through which the President demonstrates ongoing engagement with and effective leadership of the campus community (IV.B.1-3). Surveys, service area outcomes (SAO), program learning outcomes* (PLO), and SGOC provide vehicles for institutional self-assessment and culminate in LAMC's Annual Mission Learning Report and Institutional Effectiveness Report (IV.B.1-2)(IV.B.1-7). These reports are aligned with the District and College Strategic planning goals and incorporate Score Card indicators and Institutional Effectiveness Participation metrics in the College's self-evaluation.

The final decision for all personnel hires, including tenure-track faculty, rests with the President. A faculty prioritization list, generated each fall by the Academic Senate, assists the CEO in determining the number of new or replacement positions and the disciplines to which they are allocated (IV.B.1-5). The prioritization process, instituted four years ago and undertaken on an annual basis, has been very effective in promoting transparency and in linking expansions in personnel to institutional planning and Program Review* (IV.B.1-6). Institutional assessment resulted in further personnel change in spring 2015 when, in response to the State and the Board of Trustees demands to expand concurrent enrollment, noncredit, student equity, and the merger of community College programs with adult education, the CEO recommended the addition of another dean of academic affairs to the administrative ranks (IV.B.1-8).

In addition to a performance review conducted by the Chancellor, the President is rated by College employees in a campus survey (See IV.C.3-9, IV.C.3-17, and IV.C.3-18). The results of the spring 2014 survey indicate that the majority of faculty and staff find the President effective along various dimensions (IV.B.1-9).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.B.1-1a District Budget Committee
- IV.B.1-1b Human Resource Council Agendas
- IV.B.1-2 Mission Learning Report
- IV.B.1-3 Monte's Minute and Town Hall Meetings
- IV.B.1-4 Faculty Evaluation Instruments
- IV.B.1-5 Faculty Hiring Prioritization Rubric
- IV.B.1-6 College Hires for Last Four Years
- IV.B.1-7 Institutional Effectiveness Report
- IV.B.1-8 NOI for Interim Dean of Academic Affairs
- IV.B.1-9 Faculty and Staff Survey

IV.B.2

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

Evidence of Meeting the Standard:

- The CEO plans, oversees, and evaluates the administrative structure in relation to the institution's purposes, size, and complexity (IV.B.2-1),(IV.B.2-6 through IV.B.2-8).
- The CEO delegates authority to administrators in a manner consistent with their responsibilities (IV.B.2-2 through (IV.B.2-5).

Analysis and Evaluation:

The College's three divisions, each led by a Vice President, represent academic affairs, administrative services, and student services. The President oversees and evaluates the College's administrative structure and delegates authority to Vice Presidents for the supervision and day-to-day operations of their respective units (IV.B.2-1),(IV.B.2-2). The President conducts an annual basic evaluation and a tri-annual comprehensive performance review of the Vice Presidents (IV.B.2-6).

Student services and academic affairs deans and/or associate deans are supervised by their respective Vice Presidents and delegated the authority to manage and coordinate academic and student services departments and programs (IV.B.2-3a-c). The Dean of Institutional Effectiveness is supervised by the Vice President of Academic Affairs whereas the directors of facilities and information technology report to the Vice President of Administrative Services.

The President participates in weekly cabinet meetings with the Vice Presidents and directors of facilities and information technology to share information on State, District, and College issues and remains abreast of various campus operations (IV.B.2-4). In addition, the President holds individual meetings with Vice Presidents to review their respective unit goals (IV.B.2-5).

The College's organizational structure reflects the purposes, size, and complexity of the institution. All LACCD Colleges are awarded sufficient funding to support the President, Vice Presidents, and the Dean of Institutional Effectiveness. The number of other District-funded administrative positions is based on the size of the institution and determined by a funding formula approved by the LACCD Board of Trustees in FY 2012-2013 (IV.B.2-7).

The results of a fall 2014 faculty and staff survey found that the majority of faculty and staff believed the administrative structure adequately reflects the institution's size, complexity and purpose (IV.B.2-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.2-1	President's Job Description
IV.B.2-2	Organization Chart for the President
IV.B.2-3a	Organization Chart for Academic Affairs
IV.B.2-3b	Organization Chart for Administrative Services
IV.B.2-3c	Organization Chart for Student Services
IV.B.2-4	Agenda of President's Cabinet Meetings
IV.B.2-5	Vice Presidents' Goals Chart
IV.B.2-6	Comprehensive Performance Reviews for Vice Presidents
IV.B.2-7	District Allocation Formula
IV.B.2-8	Faculty and Staff Survey

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard:

- The CEO guides institutional improvement in relation to values, goals, and priorities (IV.B.3-1),(IV.B.3-2),(IV.B.3-3).
- The CEO ensures that institutional performance standards are set annually and evaluated rigorously (IV.B.3-4),(IV.B.3-5).
- The CEO establishes the linkage of educational planning with planning processes and goals (IV.B.3-6).
- The CEO ensures that the allocation of resources supports and improves learning and achievement (IV.B.3-7),(IV.B.3-8).
- The CEO guides the evaluation of institutional planning (IV.B.3-9),(IV.B.3-10),(IV.B.3-11).

Analysis and Evaluation:

The institutional improvement of the teaching and learning environment is guided by

- A collegial process that sets values, goals, and priorities:
 - The CEO's support of the shared governance structure, town hall meetings, monthly joint consultations with unions, and meetings with the Academic Senate executive committee help to develop a collegial process based on mutual respect and the inclusion of all constituents' viewpoints. A reaffirmation pledge of collegial governance, signed by the leadership and membership of the respective unions and senate, resulted in the Courage to Teach retreat in June 2015 (IV.B.3-1a-b),(IV.B.3-2).
- Performance standards for student achievement:
 - Performance standards are developed and assessed by discipline faculty within a framework set forth by LOAC* and validated through the Program Review* process (IV.B.3-3).
- Evaluation and planning processes that rely on high quality research and analysis of external and internal conditions:
 - The CEO, with the support of the Dean of Institutional Effectiveness, sets annual institutional performance standards and oversees the development and publication of

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- the annual Mission Learning and Institutional Effectiveness Reports. The reports align with the District and College strategic goals and measure the College's success in meeting institutional goals, performance targets, and student achievement standards (IV.B.3-4).
- Data collected on student achievement, student learning, and institutional performance inform College planning processes and include external indicators related to job placement, labor market analyses, and enrollment and performance data of K-12 schools located in the College's service area (IV.B.3-5).
 - The integration of educational planning with resource planning and allocation to support student achievement and learning:
 - The Educational Master Plan (EMP) and Strategic Master Plan (SMP) form the basis for the development of secondary plans in technology, budget, facilities, strategic enrollment management, human resources, and professional development and are closely tied to resource allocation aimed at student achievement and learning (IV.B.3-6).
 - Ensuring that the allocation of resources supports and improves learning and achievement:
 - The BPC over-base allocation model emphasizes learning and achievement improvements and prioritizes resource requests that directly bolster the mission, strategic master plan goals, and institutional effectiveness benchmarks associated with learning outcomes and student achievement. The periodic evaluation of institution-set standards* results in the formulation of performance improvement recommendations to College Council. These are subsequently forwarded to and carried out by the President (IV.B.3-7).
 - The allocation of new personnel, and faculty in particular, is closely related to student learning and achievement. The Faculty Hiring Prioritization Committee's annual ranking of new faculty requests assist the President in deciding on the allocation of positions for various departments. The ranking scheme is a point system predicated on enrollment and growth patterns, instructional needs, and various discipline-specific metrics such as the proportion of full-time versus adjunct instruction, lab-to-lecture ratios, success and completion rates, relationship to the College's Mission and goals, the number of units and sections offered, all of which relate to student learning and achievement (IV.B.3-8).
 - Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:
 - The College's planning reports and SMP goals are reviewed annually at the College Council Retreat (IV.B.3-9). Furthermore, SGOC's annual evaluation of planning processes provides an additional avenue for the College to assess its effectiveness (IV.B.3-10).
 - The CEO commissioned an external consultant (the ELS Group) in spring 2015 to evaluate the College's planning efforts and to ensure that new state mandates (e.g. Student Success Support Program, Student Equity, and Institutional Effectiveness Partnership Initiative) were fully integrated in current planning efforts. The ELS Group's report contained a number of recommendations that College Council will review in FY 2015-2016. The goal is to streamline the planning processes and avoid duplication among various planning committees (IV.B.3-11).
 - The College will implement the ELS Groups recommendation by conducting a long-term integrated planning initiative that is one of the Quality Focus Essays contained in the Self-Evaluation.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.3-1a	Reaffirmation Pledge
IV.B.3-1b	Courage to Teach
IV.B.3-2	Town Hall Meetings
IV.B.3-3	Program Review Process
IV.B.3-4	Mission Learning Report and IE Report
IV.B.3-5	Demographic Data from IE Report
IV.B.3-6	Educational Master Plan and Strategic Master Plan
IV.B.3-7	Annual Review of Student Achievement and Learning Reviewed by College Council, page 15 of the 2015 Follow-Up Report http://www.lamission.edu/accreditation/docs/LAMCFollowUp2015(3.4.15b)v2.pdf
IV.B.3-8	Faculty Prioritization Process and Rubric
IV.B.3-9	College Council Retreat and Minutes
IV.B.3-10	Shared Governance Oversight Committee Evaluation
IV.B.3-11	ELS Report

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

- The CEO holds the primary responsibility for accreditation, actively participates in the Accreditation Steering Committee (ASC), and provides the necessary resources and support to facilitate an accurate self-assessment of the College's programs and full compliance with eligibility requirements (IV.B.4-1),(IV.B.4-3 through IV.B.4-7).
- The ASC membership is composed of faculty, staff, administrators, and students (IV.B.4-2).

Analysis and Evaluation:

ASC is a standing committee of College Council that is co-chaired by the faculty accreditation coordinator and the accreditation liaison officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the Vice President of Academic Affairs, reports directly to the President and keeps the College abreast of all revisions of ACCJC standards, procedures, and eligibility requirements. The ASC membership is composed of faculty, staff, administrators, and students; the committee meets weekly to inspect drafts generated by various writing teams, to provide guidance on evidence gathering, and to ensure that the self-evaluation accurately reflects the institution's performance (IV.B.4-1). Writing teams involved in the 2016 effort are each co-chaired by a faculty member and an administrator and enjoy a wide selection of participants chosen amongst various constituents groups.

The CEO's ongoing participation in ASC and oversight of other accreditation-related activities signals the institution's sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements (IV.B.4-2),(IV.B.4-3). Monthly meetings with the union leadership (Joint Consultation Council) and with the executive board of the Academic Senate provide ample opportunities for dialogue and input on accreditation-related matters (IV.B.4-4),(IV.B.4-5).

The President's weekly cabinet meetings with his executive staff provide a venue for the review of policies, procedures, and operations for the College's three divisions and a means to ensure ongoing compliance with accreditation standards and eligibility requirements (IV.B.4-6). The President routinely disseminates information on College, District, and State policies during cabinet meetings and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations (IV.B.4-7).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.4-1	Accreditation Steering Committee Charter
IV.B.4-2	Accreditation Steering Committee Agendas and Minutes and President's Report
IV.B.4-3	Town Hall Meeting on Accreditation
IV.B.4-4	Joint Consultation Meeting
IV.B.4-5	Academic Senate E-Board Meeting
IV.B.4-6	President's Cabinet and Council Agendas
IV.B.4-7	ACCJC Follow-Up Report

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

- The CEO oversees the implementation of statutes, regulations, and governing board policies (IV.B.5-1),(IV.B.5-2),(IV.B.5-3).
- The CEO assures effective control of budget and expenditures (IV.B.5-4 through IV.B.5-9).

Analysis and Evaluation:

The CEO receives weekly communications from the District Chancellor's Office regarding Board policy changes and procedures. Monthly Chancellor Cabinet and Chancellor-Presidents' Council meetings provide another venue for deep dialogue at the District level (IV.B.5-1). The President likewise represents the College at the monthly District Budget Committee (DBC). DBC disseminates reports on State and District revenues and expenditures and suggests fiscal strategies for the Chancellor's consideration (IV.B.5-7). All administrative regulations modified or adopted by the Chancellor are communicated locally

at the CEO's cabinet, in shared governance committees, and during monthly Presidents' Council meetings (IV.B.5-2),(IV.B.5-3).

The President seeks BPC's input on regulations, statutes, and governing board policies that may entail a fiscal impact. Non-fiscal matters are forwarded as informational items to the appropriate shared governance committee and other relevant groups. For instance, changes to the bond program are shared with the Facilities Planning Committee, College Council, and the College Citizen Oversight Committee (IV.B.5-4),(IV.B.5-5a-b).

The CEO meets on a quarterly basis with the Vice President of Administrative Services and the District's chief financial officer to review College expenditures and to project ending balances for the fiscal year. The CEO makes fiscal adjustments as necessary to establish a positive end-of-year balance for the College (IV.B.5-6). Updates on these quarterly meetings are shared with the President's cabinet and BPC.

To ensure the effective control of budget and expenditures, the CEO monitors all external and internal fiscal audits. Audit recommendations lead to corrective action plans for the College and the LAMC Foundation in accordance with all District, State, and Federal requirements (IV.B.5-8). As a member of the LAMC Foundation, the President meets with the Foundation Board on a monthly basis and retains oversight of the Foundation's audit process and corrective actions (IV.B.5-9).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.5-1	Chancellor's Presidents' Council Meetings
IV.B.5-2	Administrative Regulations Circular
IV.B.5-3	Cabinet and Presidents' Council Agendas
IV.B.5-4	Semi-monthly Bond Meetings on Campus
IV.B.5-5a	College Council Agendas
IV.B.5-5b	College Citizen's Oversight Committee Agendas
IV.B.5-6	Cyclical Expenditures Review with the District
IV.B.5-7	District Budget Committee Agendas and Minutes
IV.B.5-8	District Audit findings and Corrective Actions
IV.B.5-9	LAMC Foundation Audit Findings

IV.B.6

The CEO works and communicates effectively with communities served by the institution.

Evidence of Meeting the Standard:

- The CEO works effectively with communities served by the institution (IV.B.6-1),(IV.B.6-2), (IV.B.6-7),(IV.B.6-8).
- The CEO communicates effectively with communities served by the institution (IV.B.6-3 through IV.B.6-6).

Analysis and Evaluation:

The CEO holds regular meetings with K-12 and four-year university leaders, the Chamber of Commerce, the Sylmar Neighborhood Council, the San Fernando Citizens' Oversight Committee, and the Valley Economic Alliance and maintains close ties with business and nonprofit community-based organizations (IV.B.6-1). The CEO serves as the director of the board for the nonprofit San Fernando-based Communities in Schools (CIS) (IV.B.6-2) and was recently appointed by LA County Supervisor Sheila Kuehl to the Board of the Los Angeles County Office of Education (IV.B.6-8).

The President employs a variety of means to reach out to the communities served by the College: Monte's Minute videos, news articles, letters outlining the College's accomplishments and goals, and the Annual State of the College Address represent a sampling of the College's sustained efforts to remain relevant in its surrounding communities (IV.B.6-3),(IV.B.6-4),(IV.B.6-5).

The Foundation publicizes information on College events, activities, and fundraising opportunities and remains the main vehicle through which the College reaches out to businesses, nonprofit organizations, Rotary clubs, United Way, and a host of Northeast Valley organizations and agencies (IV.B.6-6). Recently the LAMC Foundation sponsored an appreciation dinner for current and future donors (IV.B.6-7). The San Fernando Food and Wine Festival, also sponsored by the Foundation, raised \$50,000 for scholarships and various College programs.

As a voting member of the Foundation, the President plays a pivotal role in its support of community organizations and programs that benefit the College's students and strategic goals.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.6-1	President's Emails Letters, Schedules and Other Documents Related to Community Engagement.
IV.B.6-2	Communities in School
IV.B.6-3	Monte's Minute and President's Email Blasts
IV.B.6-4	College Accomplishments
IV.B.6-5	Annual State of the College Address
IV.B.6-6	LAMC Foundation Agenda and Minutes
IV.B.6-7	LAMC Foundation Appreciation Dinner
IV.B.6-8	LACOE Oath of Office

IV.C. GOVERNING BOARD

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER7)

The Los Angeles Community College District's Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction (IV.C.1-1).

Evidence of Meeting the Standard:

- a. The Board sets policies and monitors the Colleges' programs, services, plans for growth and development, and ensures the institution's mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations (IV.C.1-2),(IV.C.1-3),(IV.C.1-4).
- b. In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation (IV.C.1-5),(IV.C.1-6).
- c. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions' financial stability (IV.C.1-7).
- d. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement (IV.C.1-8 through IV.C.1-12).
- e. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellor's Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings (IV.C.1-13 through IV.C.1-17).

Analysis and Evaluation:

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

LIST OF EVIDENCE

IV.C.1-1	Board Rule 2100
IV.C.1-2	Board Rule 2300-2303
IV.C.1-3	Chancellor Directives, 8/3/2015
IV.C.1-4	Administrative Regulations, 8/3/2015
IV.C.1-5	Board Rule 2305-2315
IV.C.1-6	Revised Board Rule 6300
IV.C.1-7	Board Rule 2604-2607.15
IV.C.1-8	BOT Agenda & Minutes – 2/9/2011
IV.C.1-9	BOT Agenda & Minutes – 3/7/2012
IV.C.1-10	BOT Agenda & Minutes – 4/3/2013
IV.C.1-11	BOT Agenda & Minutes – 4/23/2014
IV.C.1-12	BOT Agenda & Minutes – 1/14/2015
IV.C.1-13	BOT Agenda & Minutes – 11/2/2011
IV.C.1-14	BOT Agenda & Minutes – 11/7/2012
IV.C.1-15	BOT Agenda & Minutes – 11/6/2013
IV.C.1-16	BOT Agenda & Minutes – 5/14/2014
IV.C.1-17	BOT Agenda & Minutes – 4/15/2015

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

Evidence of Meeting the Standard:

- a. The Board's commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees "*recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings*" (IV.C.2-1).
- b. Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their

views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements (IV.C.2-2).

Analysis and Evaluation:

Board policies and procedures provide a framework for members' collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.2-1 Board Rule 2300.10

IV.C.2-2 2012-2015 BOT Minutes Consent Items Discussions

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District's Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard:

Selection of Chancellor

- a. The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process (IV.C.3-1),(IV.C.3-2).
- b. The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all Colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a "Chancellor's Profile" describing the desired qualities and characteristics for a new leader. The Chancellor's Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor (IV.C.3-3), (IV.C.3-4),(IV.C.3-5).
- c. The Board's search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013 to March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014 (IV.C.3-6),(IV.C.3-7),(IV.C.3-8).

Evaluation of Chancellor

- d. The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process (IV.C.3-9).
- e. **Chancellor's Directive 122 Evaluation of the Chancellor** indicates that the Board may solicit input from various constituents, typically including the College presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals (IV.C.3-10),(IV.C.3-11).
- f. Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of General Counsel (IV.C.3-12).

Selection of College Presidents

- g. The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches (IV.C.3-13).
- h. Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015 (IV.C.3-14), (IV.C.3-15).
- i. Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.
- j. After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates (IV.C.3-16).

Evaluation of College Presidents

- k. As detailed in Chancellor's Directive 122, contracts for College presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president's self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the College president (IV.C.3-9),(IV.C.3-17).
- l. The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation (IV.C.3-18).

Analysis and Evaluation:

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including College presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.3-1	HR R-110
IV.C.3-2	BOT Agenda, BT6, Chancellor search – 5/1/2013
IV.C.3-3	Chancellor Profile Development Announcement – 5/9/2013
IV.C.3-4	Chancellor Job Description – 5/2013
IV.C.3-5	Chancellor Selection Timeline – 5/2013
IV.C.3-6	Chancellor Search Announcement – 5/1/2013
IV.C.3-7	Chancellor Selection closed Board session agendas 2013-2014
IV.C.3-8	Los Angeles Times Article – 3/13/2014
IV.C.3-9	Chancellor’s Directive 122
IV.C.3-10	Chancellor Evaluation Data Collection Form – 12/5/2007
IV.C.3-11	Blank Chancellor Evaluation Form
IV.C.3-12	BOT Agendas, Chancellor Evaluation Closed Sessions – 11/19/2014 – 6/13/2015
IV.C.3-13	Board Rule 10308
IV.C.3-14	HRD1 Board Resolution – 6/25/2014
IV.C.3-15	HRD1 Board Resolution – 6/24/2015
IV.C.3-16	BOT Closed Agendas President Selection – 5/2010 – 6/2015
IV.C.3-17	Performance Evaluation Process for College Presidents
IV.C.3-18	BOT Closed Agendas President Evaluations – 8/2010 – 6/2014

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items (IV.C.4-1), (IV.C.4-2).

Evidence of Meeting the Standard:

- a. Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or

designee, monitors, supports, and opposes local, state and national legislation to “...protect and to promote the interests of the Los Angeles Community College District.” (IV.C.4-3), (IV.C.4-4).

- b. The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight (IV.C.4-5).
- c. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014) (IV.C.4-6).
- d. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters (IV.C.4-7).
- e. Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine Colleges in addition to the District office. This practice helps broaden Board members’ perspectives on Colleges’ diversity and the educational quality issues affecting individual Colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations (IV.C.4-8),(IV.C.4-9).
- f. Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor’s Office (IV.C.4-10).
- g. The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College’s Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students (IV.C.4-11), (IV.C.4-12).
- h. The Board engages in advocacy efforts on behalf of the District in particular, and community Colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students (IV.C.4-13), (IV.C.4-14), (IV.C.4-15).

Analysis and Evaluation:

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and College operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the Colleges and District in the face of external pressure. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.4-1 Board Rule 2101-2102
- IV.C.4-2 Board Rule 21001.13
- IV.C.4-3 Board Rule 2300
- IV.C.4-4 Board Rule 1200-1201
- IV.C.4-5 Board Rule 2605.11
- IV.C.4-6 BOT Ad Hoc Committees, 8/4/2015
- IV.C.4-7 Board letters, 2013-2015
- IV.C.4-8 BOT Minutes, Public Agenda Speakers – 2015
- IV.C.4-9 BOT Minutes, Educational Quality Speakers – 2015
- IV.C.4-10 Screenshot of Public Inquiry Email to Board President
- IV.C.4-11 Board Rule 3002-3003.30
- IV.C.4-12 BOT Minutes, VKC and Farm – 10/15/2011 and 4/29/2015
- IV.C.4-13 Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/2014
- IV.C.4-14 BOT Agendas, Legislative Advocacy, 2015
- IV.C.4-15 BOT Minutes, 2015-2016 Federal Legislative Priorities, 8/19/2015

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

Evidence of Meeting the Standard:

Educational Quality, Integrity and Improvement

- a. The Board's policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing "...our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement." (IV.C.5-1),(IV.C.5-2).
- b. Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for Program Review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations ("E-Regs") (see Standard IV.C.1),(IV.C.5-3).
- c. The Board's Institutional Effectiveness and Student Success (IESS) Committee "...fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee's responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate." (IV.C.5-4).
- d. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges' Student Equity Plans, Strategic Plans, and Mission Statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8), (IV.C.5-5).

Ensuring Resources

- e. The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District's and colleges' mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11) (IV.C.5-6 through IV.C.5-9).
- f. The Board's Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers

and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs (IV.C.5-10).

Financial Integrity and Stability

- g. The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5) (IV.C.5-4).
- h. The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends (IV.C.5-11), (IV.C.5-12), (IV.C.5-13).
- i. Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board (IV.C.5-14), (IV.C.5-15).
- j. The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college's requests for financial assistance for fiscal sustainability (IV.C.5-16), (IV.C.5-17).
- k. The Board's Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District (IV.C.5-18).

Legal Matters

- l. The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District's Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations (IV.C.5-19), (IV.C.5-20).

Analysis and Evaluation:

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.5-1	Board Rule 2300-2303.16 and 2305
IV.C.5-2	Board Rule 1200
IV.C.5-3	BR Ch. VI, Articles I-VIII, Instruction
IV.C.5-4	Board Rule 2605.11
IV.C.5-5	Board Rule 2314
IV.C.5-6	Board Rule 2036 and 7600-7606
IV.C.5-7	LACCD Budget Development Calendar
IV.C.5-8	2015-2016 Final Budget
IV.C.5-9	District Budget Allocation Mechanism Amendment – 6/3/2012
IV.C.5-10	LPA Minutes, July 2014-June 2015
IV.C.5-11	Board Rule 7608
IV.C.5-12	BFC Minutes, Quarterly Reports, 11/2014 – 5/2015
IV.C.5-13	BFC Agendas – 2014 through 2015
IV.C.5-14	2015-2016 Final Budget, Appendix F, Reserve Policy, page 3
IV.C.5-15	BOT Agendas Approval of Contingency Reserves – 7/9/2014 and 8/5/2015
IV.C.5-16	BOT Agenda BF2 – 10/9/2013
IV.C.5-17	BFC Minutes – 6/11/2014, 2/11/2015 and 9/6/2015 and BOT agenda regarding College Financial Requests – 8/5/2015
IV.C.5-18	ACCJC Letter – 2/2/2014
IV.C.5-19	BOT Closed Session Agenda on Legal Issues
IV.C.5-20	Board Rule 4001

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Evidence of Meeting the Standard:

- a. Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules (IV.C.6-1),(IV.C.6-2),(IV.C.6-3).
 - **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
 - **Article II – Officers** – delineates the office of president, Vice President, president pro tem, and secretary of the Board.
 - **Article III – Duties of the Board of Trustees** – includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation,

disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.

- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.
- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;
- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.
- **Article VII – Use of Flags** – provisions thereof.
- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.
- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.
- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation:

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.6-1 Screenshot of Board Rules Online
- IV.C.6-2 Board Rule 2100 – 2902
- IV.C.6-3 Board Rule 21000 – 21010

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard:

- a. In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes (IV.C.7-1),(IV.C.7-2).

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- b. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board's annual retreat (IV.C.7-3).
 - c. The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor's Directive 70. As the Board's designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor's Directives, to establish consistent and effective standards (IV.C.7-4), (IV.C.7-5).
 - d. The Chancellor, as the Board's designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and "business owner," e.g. Educational Regulations ("E-Regs") and Student Regulations ("S-Regs") are under the purview of the Educational Programs and Institutional Effectiveness division (IV.C.7-6), (IV.C.7-7), (IV.C.7-8).
 - e. Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the "business owner," then consulted per Chancellor's Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website (IV.C.7-9), (IV.C.7-10).
 - f. During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations (IV.C.7-11), (IV.C.7-12).
 - g. As noted in item 'd' above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website (IV.C.7-13).

Analysis and Evaluation:

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District's regular update of Board policies and procedures. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.7-1	Board Rule 2400-2400.13
IV.C.7-2	Board Rule 2402-2404
IV.C.7-3	BOT Agenda 6/13/2015 and 6/18/2015
IV.C.7-4	Chancellor's Directive 70
IV.C.7-5	Board Rule 2418
IV.C.7-6	Administrative Regulation C-12
IV.C.7-7	Board Rule Review Schedule 2015
IV.C.7-8	Administrative Regulations Review Schedule 2015
IV.C.7-9	Admin Regulations Rev Form Template
IV.C.7-10	E-97 Review and Comment
IV.C.7-11	Admin Regulations Review Schedule – 2015
IV.C.7-12	E-110 Confirmed Review – 4/22/2015
IV.C.7-13	Board Rule 6700 Consultation Memo and BOT Agenda Notice – 5/5/2015

IV.C.8

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

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board's Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard:

- a. The Institutional Effectiveness and Student Success Committee *“fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters”* and fulfills its charge to *“review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.”* Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval (IV.C.8-1).
- b. The Board reviews and approves colleges' academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State's Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges' Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students' completion rates across the District (IV.C.8-2 through IV.C.8-16).
- c. The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared

students district-wide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students (IV.C.8-17), (IV.C.8-11).

- d. The Board annually reviews student awards and transfers to four-year colleges and universities (IV.C.8-18 through IV.C.8-21).
- e. The Board reviews students' perspectives on learning outcomes and key indicators of student learning as a part of the District's biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District (IV.C.8-22),(IV.C.8-23).
- f. In spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status (IV.C.8-24).
- g. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes (IV.C.8-13), (IV.C.8-25), (IV.C.8-26).
- h. In fall 2015, the Board revised Board Rule 6300 to expressly affirm the District's commitment to integrated planning in support of institutional effectiveness (IV.C.8-27).

Analysis and Evaluation:

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board's level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.8-1	Board Rule 2605.11
IV.C.8-2	IESS Minutes and PowerPoint – 6/24/2015
IV.C.8-3	IESS Agenda – 12/17/2014
IV.C.8-4	IESS Minutes – 11/19/2014
IV.C.8-5	IESS Minutes – 9/17/2014
IV.C.8-6	IESS Minutes – 1/29/2014
IV.C.8-7	IESS Minutes – 12/4/2013
IV.C.8-8	IESS Minutes – 11/20/2013
IV.C.8-9	BOT Agenda and PowerPoint – 9/2/2015
IV.C.8-10	BOT Agenda and DAS Board Meeting Notes – 8/19/2015
IV.C.8-11	BOT Agenda and PowerPoint – 5/13/2015

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- IV.C.8-12 BOT Agenda – 4/15/2015
 - IV.C.8-13 BOT Agenda – 3/11/2015
 - IV.C.8-14 BOT Agenda – 1/28/2015
 - IV.C.8-15 BOT Minutes – 8/8/2014
 - IV.C.8-16 BOT Agenda, CH1 – 2/26/2014
 - IV.C.8-17 IESS Agenda and Underprepared Students PowerPoint – 6/11/2014
 - IV.C.8-18 IESS Agenda – 1/29/2014
 - IV.C.8-19 IESS Minutes – 3/26/2014
 - IV.C.8-20 District Certificate report and Degree Reports – 3/26/2014
 - IV.C.8-21 Certificates Attached to Degrees, Summary by College – 4/29/2014
 - IV.C.8-22 2014 Student Survey Question 25 and results
 - IV.C.8-23 IESS Minutes & Student Survey Results PowerPoint – 5/27/2015
 - IV.C.8-24 BOT Agenda and PowerPoint – 6/10/2015
 - IV.C.8-25 BOT Minutes – 3/28/2013
 - IV.C.8-26 IESS Minutes – 9/25/2013
 - IV.C.8-27 BOT Agenda

IV.C.9

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

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard:

Board Development

- a. The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015 (IV.C.9-1), (IV.C.9-2).
- b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation (IV.C.9-3), (IV.C.9-4).
- c. A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives (IV.C.9-5 through IV.C.9-14).

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- d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development (IV.C.9-15).
 - e. Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11) (IV.C.9-16), (IV.C.9-17).

Continuity of Board Membership

- f. Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman's term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015) (IV.C.9-18), (IV.C.9-19), (IV.C.9-20).
- g. Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A district-wide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X (IV.C.9-21), (IV.C.9-22).

Analysis and Evaluation:

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.9-1 Board Rule 2105
- IV.C.9-2 Student Trustee Orientation Procedures
- IV.C.9-3 BOT Orientation Agenda and Packet – 6/4/2015
- IV.C.9-4 BOT Orientation Agenda and Packet – 6/18/2015

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- IV.C.9-5 BOT Agenda, Minutes & Handouts – 1/20/2010
 - IV.C.9-6 BOT Agenda and Minutes – 12/10/2010 – 12/11/2010
 - IV.C.9-7 BOT Agenda, Minutes & Handouts – 8/25/2011 through 8/26/2011
 - IV.C.9-8 BOT Agenda, Minutes & Handouts – 4/19/2012
 - IV.C.9-9 BOT Agenda and Minutes – 9/24/2012
 - IV.C.9-10 BOT Agenda and Minutes – 11/13/2012
 - IV.C.9-11 BOT Minutes and Action Improvement Plan – 3/19/2013
 - IV.C.9-12 BOT Minutes & Handouts – 10/22/2013
 - IV.C.9-13 BOT Agenda, Minutes & Handouts – 8/23/2014
 - IV.C.9-14 BOT Agenda, Minutes & Handouts – 2/10/2014
 - IV.C.9-15 Board Rule 2300.10-2300.11
 - IV.C.9-16 BOT Agenda and Minutes – 11/19/2014 and 5/13/2015
 - IV.C.9-17 BOT ACCJC Training Certificates – 2012
 - IV.C.9-18 Board Rule 2103
 - IV.C.9-19 BOT Minutes – 4/11/2007
 - IV.C.9-20 BOT Agenda – 3/11/2015
 - IV.C.9-21 Board Rule 2102
 - IV.C.9-22 Board Rule 21000

IV.C.10

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

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard:

- a. In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as setting goals which are in alignment with the District Strategic Plan (IV.C.10-1).
- b. The Board has regularly sought specialized expertise in conducting its self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards (IV.C.10-2).

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- c. In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument (IV.C.10-3),(IV.C.10-4).
 - d. Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness.” (IV.C.10-5).
 - e. The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness (IV.C.10-6).
 - f. The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard (IV.C.10-7 through IV.C.10-12).

Analysis and Evaluation:

The Board’s self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board’s self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.10-1 Board Rule 2301.10
- IV.C.10-2 Jose Leyba Biography
- IV.C.10-3 BOT Agenda and Minutes – 5/13/2015
- IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action – 5/13/2015
- IV.C.10-5 BOT 2015 Self-Assessment Tool
- IV.C.10-6 BOT Agenda and Minutes, Handouts & PowerPoint – 6/13/2015
- IV.C.10-7 BOT Minutes and Handouts – 3/13/2014

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- IV.C.10-8 BOT Minutes – 2/6/2013 and 3/19/2013
 - IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013
 - IV.C.10-10 BOT Actionable Improvement Plan – 3/19/3013
 - IV.C.10-11 BOT Agenda and Minutes – 2/21/2012
 - IV.C.10-12 BOT Agenda, Minutes and Handouts – 1/20/2010

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement (IV.C.11-1).

Evidence of Meeting the Standard:

- a. Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and state or federal law (IV.C.11-2).
- b. Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District's conflict of interest policy during orientation sessions (see Standard IV.C.9), (IV.C.11-3), (IV.C.11-4).
- c. The LACCD's electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District's General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center (IV.C.11-5).
- d. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict (IV.C.11-6).

Analysis and Evaluation:

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have

no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.11-1 Board Rule 14000
- IV.C.11-2 Board Rule 2300.10 – 2300.11
- IV.C.11-3 Trustee Ethics Certificates – 2013
- IV.C.11-4 Trustee Ethics Certificates – 2015
- IV.C.11-5 Board Trustees Form 700
- IV.C.11-6 BOT Minutes – 12/13/2014

IV.C.12

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

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rules, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

Evidence of Meeting the Standard:

- a. The Board “authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.” (IV.C.12-1).
- b. The Board delegates full responsibility to the Chancellor and recognizes “*that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.*” (IV.C.12-2).
- c. The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed (IV.C.12-3), (IV.C.12-4).
- d. To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting (IV.C.12-5), (IV.C.12-6).
- e. In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor

in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3), (IV.C.12-7), (IV.C.12-8), (IV.C.12-9).

Analysis and Evaluation:

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “...*the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and] ...the importance of using official channels of communication through the Chancellor or assigned designee.*” (IV.C.12-10).

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.

LIST OF EVIDENCE

- IV.C.12-1 Board Rule 2902
- IV.C.12-2 Board Rule 2300.10
- IV.C.12-3 Board Functional Area Map – 2015
- IV.C.12-4 Chancellor Functional Area Map – 2015
- IV.C.12-5 BOT Info Request Tracking Document
- IV.C.12-6 Board Letter – 5/27/2015
- IV.C.12-7 Chancellor’s Job Description – 5/2013
- IV.C.12-8 Chancellor’s Directive 122
- IV.C.12-9 BOT Closed Agendas Chancellor Evaluation 11/2014 – 6/2015
- IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC Letter

IV.C.13

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

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges’ accreditation reports and policy-making to support colleges’ efforts to improve and excel.

Evidence of Meeting the Standard:

- a. To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication Guide to Accreditation for Governing Boards, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC's online Accreditation Basics training within three months of entering office (see Standard IV.C.9), (IV.C.13-1), (IV.C.13-2), (IV.C.13-3).
- b. The Board has had a consistent focus on accreditation. The Board supports through policy the colleges' efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board's goal to have all colleges gain full reaffirmation of accreditation (IV.C.13-4), (IV.C.13-5).
- c. In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board's Institutional Effectiveness and Student Success (IESS) Committee (IV.C.13-6).
- d. During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee met with each college's accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges' Self-Evaluation reports in the fall 2015 semester (IV.C.13-7).
- e. The Board's focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges' accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports (IV.C.13-8 through IV.C.13-14).
- f. In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure (IV.C.13-15), (IV.C.13-16).
- g. Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on District-wide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015 (IV.C.13-17), (IV.C.13-18), (IV.C.13-19).
- h. In addition to its IESS committee, the Board reviews and approves all accreditation reports (IV.C.13-20).
- i. The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities (IV.C.13-21).

Analysis and Evaluation:

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC.

Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.C.13-1 BOT Accreditation Training Minutes – 11/3/2012
- IV.C.13-2 BOT Accreditation Training Minutes – 10/22/2013
- IV.C.13-3 BOT Accreditation Training Minutes – 12/10/2014
- IV.C.13-4 Revised Board Rule 6300
- IV.C.13-5 BOT Minutes – 12/11/2013, page 4
- IV.C.13-6 Accreditation Ad Hoc Committee Agendas – 2014
- IV.C.13-7 IESS Committee Minutes – 12/9/2014, 12/11/2014, and 2/2/2015
- IV.C.13-8 IESS Committee Agendas – 2013 through 2015
- IV.C.13-9 IESS Accreditation Update PowerPoint – 11/19/2014
- IV.C.13-10 IESS Accreditation Recap PowerPoint – 2/25/2015
- IV.C.13-11 IESS Accreditation Update PowerPoint – 3/25/2015
- IV.C.13-12 IESS Accreditation Update PowerPoint – 4/29/2015
- IV.C.13-13 IESS Accreditation Update PowerPoint – 6/24/2015
- IV.C.13-14 IESS Committee Minutes for 2014-2015
- IV.C.13-15 IESS Minutes – 8/21/2013
- IV.C.13-16 BOT Minutes – 6/11/2014
- IV.C.13-17 COW PowerPoint – 4/29/2015
- IV.C.13-18 BOT Minutes – 8/22/2012
- IV.C.13-19 BOT Accreditation Update PowerPoint – 1/28/2015
- IV.C.13-20 BOT Agendas – 3/12/2014, 2/11/15, and 3/11/15
- IV.C.13-21 BOT Functional Area Map – 9/17/2015

IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

IV.D.1

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

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges.

Evidence of Meeting the Standard:

CEO Leadership

- a. The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy and Accreditation 2016. Both newsletters are disseminated to District employees through email, posted on the District's website and distributed at campus and District meetings. The Chancellor's newsletter columns focus on his vision and expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities (IV.D.1-1), (IV.D.1-2).
- b. The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor's Cabinet (senior District administrators and college presidents), as well as the Presidents' Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents' Council focuses on overall District policy and direction and specific college needs and support (IV.D.1-3), (IV.D.1-4).
- c. The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents (IV.D.1-5).
- d. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis

to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus (IV.D.1-6).

- e. The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate's annual summits (IV.D.1-7), (IV.D.1-8), (IV.D.1-9).
- f. The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of \$57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District's Strategic Plan goals (IV.D.1-10),(IV.D.1-11).
- g. In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process (IV.D.1-12).

Clear Roles, Authority and Responsibility

- h. The Los Angeles Community College District participated in the ACCJC's multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further "...develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement." In response, the District renewed its dedication to, and focuses on, these activities (IV.D.1-13).
- i. In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified (IV.D.1-14).
- j. In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 District-wide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined (IV.D.1-15), (IV.D.1-16), (IV.D.1-17).

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- k. In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division (IV.D.1-18).
 - l. In fall 2014, all ESC administrative units began a new Program Review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2), (IV.D.1-19), (IV.D.1-20).
 - m. With the endorsement of the Chancellor and support from the District's Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC's leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the fall 2015 semester (IV.D.1-21).
 - n. In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases (IV.D.1-22).

Analysis and Evaluation:

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC's revised Program Review processes, which resulted in updated Functional Area maps, clarification of District and the colleges' roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District's Governance and Functions Handbook as part of the District's regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.1-1	Synergy Newsletters – 2014 through 2015
IV.D.1-2	District Accreditation Newsletters – 2014 through 2015
IV.D.1-3	Chancellor’s Cabinet Agendas
IV.D.1-4	Presidents Council Agendas
IV.D.1-5	Chancellor Retreat Agendas – 2014
IV.D.1-6	WLAC College President Job Description – 2015
IV.D.1-7	Agendas from DAS Consultation Meetings with Chancellor – 2014 through 2015
IV.D.1-8	Agendas from DAS Summits – 2007 through 2015
IV.D.1-9	DAS Academically Speaking Newsletter – Fall 2015
IV.D.1-10	DBC Minutes – 8/13/2014 and 7/15/2015
IV.D.1-11	Chancellor Budget Recommendations – 8/26/2015
IV.D.1-12	WLAC Interim President Press Release – 6/25/15
IV.D.1-13	ELAC Accreditation Evaluation Report, 3/23-26/2009, pages 6-7
IV.D.1-14	District/College Functional Map – 2008
IV.D.1-15	LACCD Governance and Functions Handbook – 2010
IV.D.1-16	Committee Description Template
IV.D.1-17	College Governance and Functions Handbook Template
IV.D.1-18	LACCD Governance and Functions Handbook 2013
IV.D.1-19	ESC 2014 Program Reviews
IV.D.1-20	Functional Area Maps 2015
IV.D.1-21	LACCD Governance and Functions Handbook 2015
IV.D.1-22	SIS Maps

IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard:

- a. In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline

administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center (IV.D.2-1).

Delineation of Responsibilities and Functions

- b. Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as District-wide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive Program Review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in fall 2015 (IV.D.2-2), (IV.D.2-3).

Effective and Adequate District Services

- c. The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges' missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission (IV.D.2-4).
- The Office of the Deputy Chancellor includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.
 - Educational Programs and Institutional Effectiveness (EPIE) coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as District-wide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.
 - Economic and Workforce Development facilitates development of career technical education programs, works with regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.
 - Chief Financial Officer/Treasurer serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.
 - Facilities Planning and Development is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for

working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

- Human Resources assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.
- The Office of the General Counsel provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.
- The Personnel Commission is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

Evaluation of District Services

- d. Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive Program Review to expand DOSOs into a data-driven evaluation process in support of the colleges (IV.D.2-5), (IV.D.2-6).
- e. Each unit participated in a series of workshops on conducting a Program Review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on District-wide needs and priorities, with clear links to district-level goals. The Program Review process requires each unit to consider its main contributions to the colleges' missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online Program Review system, currently in use at two of the District's colleges (IV.D.2-7), (IV.D.2-8), (IV.D.2-9).
- f. An Educational Services Center user survey was created to solicit college user feedback in support of the Program Review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks (IV.D.2-10).
- g. As of this writing, all ESC divisions have completed one cycle of Program Review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in spring 2015. The Institutional Effectiveness (IE) unit has since developed a Program Review manual for the ongoing implementation of Program Review at the ESC (IV.D.2-11), (IV.D.2-12), (IV.D.2-13).

Allocation of Resources

- h. The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability (IV.D.2-14 through IV.D.2-17).

Analysis and Evaluation:

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through Program Review and user satisfaction surveys. Through the implementation of its comprehensive Program Review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges' adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the District-wide governance and decision-making survey. Revisions to the Program Review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.2-1	BOT Agenda, BT7 Decentralization Policy – 5/4/1998
IV.D.2-2	District Functional Area Maps 2015
IV.D.2-3	Functional Area Map Review Request Email – 7/24/2015
IV.D.2-4	2013 LACCD Governance and Functions Handbook, pages 51-57
IV.D.2-5	DOSO Evaluations 2008-2009
IV.D.2-6	DOSO Evaluations 2011-2012
IV.D.2-7	Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”
IV.D.2-8	Program Review Workshop Agendas – 2014
IV.D.2-9	Program Review Template – 10/1/2015
IV.D.2-10	2014 ESC Services Surveys
IV.D.2-11	2014 ESC Services Survey Analyses

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- IV.D.2-12 Program Review Update PowerPoint – 2/20/2015
 - IV.D.2-13 Draft ESC Program Review Manual – 10/1/2015
 - IV.D.2-14 Budget Allocation Mechanism amendment – 6/3/2015
 - IV.D.2-15 Financial Accountability Measures – 10/9/2013
 - IV.D.2-16 ECDBC Recommendation on LAHC Deferral Request – 6/10/2015
 - IV.D.2-17 LAHC Debt Referral Request PowerPoint to BFC – 9/16/2015

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard:

Allocation and Reallocation of Resources

- a. The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions (IV.D.3-1).
- b. In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, district-wide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses (IV.D.3-2).
- c. In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan (IV.D.3-3).
- d. Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges' basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs (IV.D.3-4).
 - Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services (IV.D.3-4).
- e. The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded (IV.D.3-5),(IV.D.3-6).
 - f. The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents' performance and evaluation to college budgeting and spending (IV.D.3-7).
 - g. The District's adherence to the state-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board's Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support (IV.D.3-8).

Effective Control Mechanisms

- h. The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability (IV.D.3-9).
- i. College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).
- j. The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).
- k. Each college president is responsible for the management of his or her college's budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college's mission (see Standard IV.D.2), (IV.D.3-7).

Analysis and Evaluation:

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State's recent financial crisis. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.3-1	DBC Web Page Screenshot – 8/2015
IV.D.3-2	BOT Agenda, BF2, 2/7/2007 SB 361 Budget Allocation Model
IV.D.3-3	DBC Minutes – 5/18/2011
IV.D.3-4	ECDBC Budget Allocation Model Recommendation – 1/2012
IV.D.3-5	BOT Agenda, BF4, Budget Allocation Model Amendment – 6/13/2012
IV.D.3-6	District Budget Allocation Evaluation
IV.D.3-7	BOT Agenda, BF4, Financial Accountability Measures – 10/9/2013
IV.D.3-8	FAC Minutes – 6/13/2012
IV.D.3-9	2014-2015 Quarterly Projections

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard:

- a. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team (IV.D.4-1).
- b. The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session (IV.D.4-2), (IV.D.4-3).
- c. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain *“a balanced budget, as well as the efficient and effective utilization of financial resources.”* These measures also require that the Chancellor *“...review the college's fiscal affairs and enrollment management practices as part of the college president's annual performance evaluation...[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president's contract.”* (IV.D.4-4).
- d. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state *“...the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district...The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.”* Functional Area maps are

regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website (IV.D.4-5).

Analysis and Evaluation:

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.4-1	HR Guide R-110 Academic Administrator Selection – 7/31/2015
IV.D.4-2	College President Self Evaluation Packet
IV.D.4-3	BOT Agendas w/President Evaluations
IV.D.4-4	BOT Agenda BF2 – 10/9/2013
IV.D.4-5	Chancellor Functional Area Map 2015

IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities (IV.D.5-1).

Evidence of Meeting the Standard:

District Strategic Plan, Planning Integration

- a. LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District's Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District's Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in fall 2015 (IV.D.5-2).
- b. DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges' annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples District-wide discussion (IV.D.5-3), (IV.D.5-4).

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- c. College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board's annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle (IV.D.5-5), (IV.D.5-6), (IV.D.5-7).
 - d. The District Technology Plan created a framework of goals and a set of actions to guide District-wide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning (IV.D.5-8), (IV.D.5-9).
 - e. District-college integration also occurs during operational planning for district-wide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees (IV.D.5-10 through IV.D.5-13).
 - f. Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board's Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process (IV.D.5-14 through IV.D.5-17).

Planning Evaluation

- g. Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
 - The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (*see Standard IV.D.7*).
 - District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (*see Standard IV.D.1*).
 - The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (*see Standard IV.D.2*).
 - Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative (IV.D.5-18), (IV.D.5-19), (IV.D.5-20).

Analysis and Evaluation:

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC

service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC Program Review, and review of District-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for District-wide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a district-wide basis. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/2013
- IV.D.5-2 LACCD Integrated Planning Manual 2015
- IV.D.5-3 College Effectiveness Report Template
- IV.D.5-4 IESS Committee Agendas on IE Report Approval – 2012 through 2015
- IV.D.5-5 BOT Agenda, Annual Board Leadership & Planning Session – 8/19/2015
- IV.D.5-6 DPAC Agenda – 6/26/2015
- IV.D.5-7 DPAC Agenda – 8/28/2015
- IV.D.5-8 District Technology Strategic Plan – 3/9/2011
- IV.D.5-9 District Technology Implementation Plan, March – 3/21/2013
- IV.D.5-10 SSSP New DEC Service Categories PowerPoint 2014
- IV.D.5-11 SSSP Counselor Training PowerPoint 2014
- IV.D.5-12 SSI Steering Committee Minutes – 8/22/2014
- IV.D.5-13 SIS Fit-Gap Agendas 2013
- IV.D.5-14 Quarterly College FTES Meetings – 2014 through 2015
- IV.D.5-15 Quarterly Enrollment Report to DBC – 5/20/2015
- IV.D.5-16 Quarterly Enrollment Report to BFC – 9/16/2015
- IV.D.5-17 Budget Allocation Model – 2012 Amendment
- IV.D.5-18 DPAC Minutes – June through August 2015
- IV.D.5-19 BOT Agenda – 9/2/2015
- IV.D.5-20 IEPI 2015-16 Goals Framework – 5/27/2017

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees which meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard:

- a. In total, the District has 46 district-wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet (IV.D.6-1).
- b. Seven District-wide Executive Administrative Councils meet monthly: (1) Chancellor's Cabinet, (2) Council of Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff's Oversight Committee (IV.D.6-2).
- c. The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of district-wide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor's Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC (IV.D.6-3).
- d. Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor's Cabinet (IV.D.6-4).
- e. In 2013, the governance committees agreed to a common format for their web pages. Each committee's web page contains a brief description of its function, committee charge, who it reports to, who it consults with, chairs, membership, meeting information, and resources. Results of the District-wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the web page, which is accessible to the public (IV.D.6-5).
- f. Sixteen Operational Committees meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff.

Meeting agendas and minutes are emailed to committee members in advance of each meeting (See IV.D-7) (IV.D.6-6).

- g. Five Academic Initiative Committees coordinate District-wide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success (IV.D-8).
- h. Information Technology maintains 78 active list serves. These list serves include the District-wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each list serve has a coordinator/owner charged with maintaining an accurate list of members (IV.D.6-9).
- i. In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives (IV.D.6-10).
- j. Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District's website (IV.D.6-11).
- k. The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District's new student records system (IV.D.6-12 through IV.D.6-19).
- l. The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability (IV.D.6-20).
- m. The District Academic Senate (DAS) represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges (IV.D.6-21).
- n. In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public's and District employees' access to information about the District (IV.D.6-22).

Analysis and Evaluation:

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The

District's revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District's sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District's new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed district-wide communication and discussed data from recent governance surveys related to communications. A facilitated discussion followed, with participants brainstorming communication strategies which will be reviewed by DPAC in upcoming meetings. The District meets this Standard (IV.D.5-23).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

- IV.D.6-1 Screenshot of District Intranet of Councils and Committees
- IV.D.6-2 District-wide Executive Administrative Councils 2015 Draft Update
- IV.D.6-3 Chancellor's Directive 70 – 8/30/1994
- IV.D.6-4 District-level Governance Committee 2015 Update
- IV.D.6-5 District-level Governance Committee Web Page Screenshot
- IV.D.6.6 District Coordinating Committees 2015 Update
- IV.D.6-7 Sample Email Report from List Serve (i.e. childcare, financial aid)
- IV.D.6-8 District Academic Initiative Committees 2015 Update
- IV.D.6-9 District List Serve List
- IV.D.6-10 Sample BOT Agenda Email
- IV.D.6-11 OGC Board Rule and Admin Regs Revision Notices, July through August 2015
- IV.D.6-12 LACCD Newsletters
- IV.D.6-13 Chancellor Bulletins
- IV.D.6-14 Accreditation Newsletters
- IV.D.6-15 Diversity Newsletters
- IV.D.6-16 SIS Newsletters
- IV.D.6-17 Benefits and Wellness Newsletters
- IV.D.6-18 Bond Program Newsletters
- IV.D.6-19 SIS Forum PowerPoints
- IV.D.6-20 Chancellor Weekly Email Updates
- IV.D.6-21 DAS Communication – 2014 through 2015
- IV.D.6-22 Web Redesign Meeting – 10/31/2011
- IV.D.6-23 District-wide Communication PowerPoint – 9/25/2015

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard:

Governance and Decision-Making Assessment, Effectiveness and Communication

- a. In fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation (IV.D.7-1),(IV.D.7-2).
- b. The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:
 - Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
 - Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
 - Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
 - Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of district-wide decision making in relation to the District's stated mission (IV.D.7-3),(IV.D.7-4).
- c. The District's Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC's 2015-2016 work plan. These assessment reports have been

posted online and will be reported to the Board's Institutional Effectiveness Committee in fall 2015 and used to inform recommendations for District improvement (IV.D.7-5 through IV.D.7-8).

- d. In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee's accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees' work plans (IV.D.7-9 through IV.D.7-13).
- e. Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor's Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).
- f. The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all district-wide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: District-wide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of fall 2015 (IV.D.7-14).

Analysis and Evaluation:

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual), (IV.D.7-15),(IV.D.5-2).

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee's expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. The District meets this Standard (IV.D.7-8),(IV.D.7-16).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.7-1	2009 District Governance Survey Tool
IV.D.7-2	2010 District Governance Assessment Report – 2/26/2010
IV.D.7-3	2012 District Governance Survey Tool and Results
IV.D.7-4	2015 District Governance Survey Tool
IV.D.7-5	District-level Governance and Decision-making Assessment Comparison Report – 2010, 2012, 2014, and 8/28/2015
IV.D.7-6	2014-15 District-level Governance and Decision-making Assessment Analysis – 8/19/2015
IV.D.7-7	2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role – 8/28/2015
IV.D.7-8	DPAC 2015-2016 Work Plan – 8/28/2015
IV.D.7-9	District-wide Committee Self-Evaluation Form
IV.D.7-10	DBC Self-Evaluation 2012 through 2014
IV.D.7-11	DPAC Self-Evaluation 2012 through 2014
IV.D.7-12	JLMBC Self-Evaluation 2011 through 2012
IV.D.7-13	TPCC Self-Evaluation 2011-2012, 7/19/2012
IV.D.7-14	Updated District Council and Committee List – 9/2/2015
IV.D.7-15	Governance Evaluation Timeline – 8/27/2017
IV.D.7-16	Updated DPAC Charter – 6/22/2015

QUALITY FOCUS ESSAY

Introduction

During the process of doing the accreditation Self Evaluation, the College evaluated itself in accordance with standards of good practice regarding its mission, goals, and objectives; sufficient and appropriate utilization of resources; the usefulness, integrity, and effectiveness of its processes; and the extent to which it is achieving its intended student achievement and student learning outcomes.

The College's Accreditation Steering Committee (ASC) met biweekly to review progress on the Self Evaluation and discuss Quality Focus Essay (QFE) topics. In summer 2015, the ASC, after reviewing the analysis of the report, identified two areas of the College in need of change, expansion, or development. The two Action Projects (APs) that were identified are vital to the long-term improvement of student learning and achievement at Los Angeles Mission College. These two APs are focused on the topics of:

- Integrated Planning
- Student Services

The table below identifies the two APs and the Standards associated with them.

Action Project	Standards Related to Action Project
Integrated Planning	I.B
Student Services	II.C, III.A, III.B, IV

This QFE will describe the APs, including their purpose and goals, anticipated outcomes, action steps for each project, measures of progress, responsible parties, and timelines. Finally, the QFE will describe the resources needed to implement and sustain the APs as well as the plan for assessing the effectiveness of both the APs and their outcomes.

Action Project One: Integrated Planning

According to the Society for College and University Planning, "Integrated Planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community." Meisinger (1990) described integrated planning as the establishment of institutional goals and prioritized objectives, linked to an implementation framework that estimates the cost of such a plan, an allocation of necessary resources, and a method of assessing the success in achieving these goals and objectives.

The ultimate goal of all planning is improvement in student learning and success. Integrating the multiple plans that exist at the College will lead to an increase in efficiency of the distribution and allocation of resources across all of the College and program plans and, ultimately, improve student success. In this way, maximizing the College's resources via a more streamlined and cohesive integrated planning and budgeting process will increase its capacity to accomplish its mission.

Identification of the Problem

During a review of college planning documents, it became clear the College has developed a variety of planning documents including the Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Technology Replacement Plan, Facilities Master Plan, Student Services Master Plan, Distance Education Plan, Student Success and Support Program Plan, and Student Equity Plan, as well as the Strategic Master Plan. However, more integration with the College's Strategic Master Plan is necessary. Having all of these plans as separate documents created by different committees has led to duplication in the College's planning and utilization of resources. In addition, the complexity of the College's current planning processes and timelines has made alignment with each other and with Accreditation Standards challenging. This condition has been complicated by the recent revision of the Accreditation Standards and the new ACCJC Self Evaluation timetables for the Los Angeles Community College District (LACCD). LAMC's very comprehensive shared governance planning processes have assisted with integrated planning; however, the integration of planning documents/efforts needs to be improved as the number of College plans has grown over the past several years, and new state mandates for student success also require plans, such as the Student Equity Plan and the Student Success and Support Program Plan, that must be incorporated into the College's planning and resource allocation structure.

Responses from faculty and staff also indicate there is room for improvement in the area of integrated planning. In the fall 2014 Survey of Staff and Faculty (160 respondents), less than half (45 percent) of the respondents indicated the College did a good job of defining the planning and resource allocation process, and less than half (44 percent) indicated the College's planning and resource allocation process was effective in facilitating improvements in student learning.

Desired Goals/Outcomes

The goal of this AP is to integrate planning and maximize College resources to enable the College to better fulfill its Mission. The recommendations and proposed strategies in this AP are designed to improve the operational effectiveness and efficiency of the day-to-day and long-term planning and operational functioning of the College in order to enhance accountability and systematic planning at all levels. Improving and streamlining the College's integrated planning will enhance the delivery of quality programs and services to the students and communities served by the College. A well thought-out Integrated Planning Model captures all the critical elements needed to ensure the distribution and allocation of resources most effectively benefits and supports student learning and success.

Actions/Steps to Be Implemented:

- The College will establish an Integrated Planning Committee (IPC) that will oversee the realignment of college planning.
- The Committee will examine studies that have been done on best practices in higher education related to integrated planning and other national and peer group data derived from carefully designed research.
- The IPC will develop and coordinate the implementation of an improved Integrated Planning Model for the College.
- The College will provide professional development for participating faculty and staff appointed to develop this new direction in integrated planning.

Proposed Strategies and Committee Responsibilities

- The IPC will be comprised of two co-chairs (a faculty member and senior-level administrator). Committee membership should be agreed upon by key stakeholders, and the Executive Team should be represented.
- The IPC will include in its duties the review and updating of the College's strategic vision, Mission, values, and statements of goals so that the strategic direction of the College is clear to internal and external communities.
- Committee responsibilities will also be to:
 - a. Establish a timeline for completion of the development of the improved Integrated Planning Model
 - b. Review current plans, objectives, and activities for alignment with the College's Strategic Master Plan
 - c. Identify duplicate or overlapping planning objectives and activities across the various College plans so that effort and resources can be streamlined to best serve students
 - d. Consider ways to link or merge some of the College's existing plans (e.g., the Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Technology Replacement Plan, Facilities Master Plan, Student Services Master Plan, and Distance Education Plan) with the Strategic Master Plan to develop a more focused Strategic Master Plan and manageable set of College plans
 - e. Review planning cycles to ensure that all College planning activities are aligned with the College's Strategic Master Plan and Accreditation cycles
 - f. Develop a LAMC integrated planning communication plan
 - g. Identify forums for engagement and data gathering (e.g., Academic Senate meetings, staff and administrative councils, student government, etc.)
 - h. Establish and engage in workshops on collaborative planning that include all of the LAMC key stakeholders
 - i. In collaboration with the College Council and Executive Team, evaluate online planning databases such as the Strategic Planning Online (SPOL) or other products to assist the College in the collection and storage of planning data

In order to be efficient, effective, and systematic in the process of planning, the College will continue its use of accurate, timely, and reliable hard data as a framework for the planning

processes that will ultimately help support consistent decision-making. In addition, in order for college personnel to be engaged and involved in how planning is implemented, the College will develop and provide a standard format to disseminate information via a website, email, and hard copy that updates the College community about planning throughout the year.

Responsible Parties

The IPC will be responsible for all action steps to be implemented. The Accreditation Steering Committee will oversee the establishment of the IPC, and once established, the IPC will report to College Council with monthly updates. College Council will then report to the College President. To ensure implementation of the identified activities, the IPC will:

- Manage the timelines for the Integrated Planning AP
- Develop appropriate processes
- If needed, request funding for activities
- Design evaluations to assess 1) the IPC's progress in creating an improved Integrated Planning Model and 2) the effectiveness of the new Integrated Planning Model once it is implemented
- Collect data and other types of evidence to complete the evaluations
- Document the activities and outcomes and prepare an annual progress report. This document is an essential accountability tool for the implementation of the new Integrated Planning AP

TIMELINE AND PROCESS

Month/Year Implementation Date	Tasks	Month/Year Completion Date	Responsible Parties
February 2016	• The College will establish an Integrated Planning Committee (IPC). • The IPC will hold initial meetings to define and clarify the Committee's charge and to review the timeline for the completion of the Integrated Planning Model.	June 2016	Accreditation Steering Committee Integrated Planning Committee
September 2016	• The College will provide training to IPC members. • The IPC will examine studies that have been done on best practices in higher education related to integrated planning and look at other colleges with exemplary integrated planning models. • The IPC will design an evaluation to assess its progress in creating an improved Integrated Planning Model.	May 2017	Integrated Planning Committee

May 2017	Complete an annual progress report and present to ASC and College Council.	June 2017	Integrated Planning Committee
September 2017	• The IPC will review current College plans, objectives, and activities for alignment with the College's Strategic Master Plan. • The IPC will review and identify duplicate or overlapping planning objectives and activities across the various College plans.	January 2018	Integrated Planning Committee
February 2018	• The IPC will merge the key elements of existing plans together to develop a more focused College Strategic Master Plan, which may include: the Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Technology Replacement Plan, Facilities Master Plan, Student Services Master Plan, and Distance Education Plan. • The IPC will analyze current planning cycles and revise them as necessary to ensure that all College plans are aligned with the College's Strategic Master Plan and Accreditation cycles.	June 2018	Integrated Planning Committee
May 2018	Complete an annual progress report and present to ASC and College Council.	June 2018	Integrated Planning Committee
September 2018	• The IPC will develop a communication plan that includes disseminating information via a website, email, and hard copy that updates the College community about planning throughout the year. • Evaluation of online planning databases such as the Strategic Planning Online (SPOL) or other products to assist the College in the collection and storage of planning data. • The IPC will design an evaluation to assess the effectiveness of the new Integrated Planning Model once it is implemented.	June 2019	Integrated Planning Committee Integrated Planning Committee, College Council, & Executive Team Integrated Planning Committee

May 2019	Complete an annual progress report and present to ASC and College Council.	June 2019	Integrated Planning Committee
September 2019 and onwards	• The IPC will continue to implement the Integrated Planning Model, evaluate its effectiveness, and make improvements as necessary. • The IPC will continue to provide progress reports to ASC and College Council. • Continued professional development will be offered in the area of integrated planning for IPC members and other interested parties on campus.		Integrated Planning Committee

Resources

The College is committed to fully carrying out this AP. The Accreditation Steering Committee will oversee the project and the Integrated Planning Committee will coordinate the implementation process with explicit guidelines for planning, annual reviews, and funding allocations. Academic Affairs will provide professional development for faculty, administrators, and staff responsible for implementation.

Assessment

In evaluating the overall goals of the AP, primary emphasis is given to the impact of the Integrated Planning Model on the quality of student learning. Built into this AP is the development of assessments of 1) progress the IPC is making in creating an improved Integrated Planning Model for the College, and 2) the effectiveness of the new model once it is implemented. This second evaluation will assess the new Integrated Planning Model's impact on improving student learning and achievement and will assess how efficiently financial and other resources are being used across the campus. It will also gauge campus perceptions of the College's planning and resource allocation process to ensure that there is broad understanding of this process and the College's planning goals, objectives, and priorities. The results of these comprehensive assessment activities will allow for improvements/changes to be made to timelines and implementation activities, if necessary.

Action Project Two: Transforming Student Services to Achieve Student Success

Due to the economic recession of 2008 to 2011, Los Angeles Mission College's Student Services Division suffered major financial reductions that limited its services for Disabled Student and Programs and Services (DSP&S), Admission and Records, Extended Opportunity Program and Services (EOP&S), Associated Students Organization (ASO), and Counseling. These cuts significantly diminished the quality and quantity of Student Services, including key staffing support positions. However, with the passage of Proposition 30 in

2012, the strengthening of the economy, and the passage of new legislation (e.g., the Student Success and Support Program), funding to support Student Service programs at California Community Colleges increased significantly. During this period, the College was able to commence replacing lost, key staff support positions to improve student success.

The funding increase afforded the opportunity to provide additional staff and support dollars to the Student Services Division to improve student learning and student achievement. However, it became clear that adding staff and restoring services for students were not enough. It was apparent from feedback from student surveys, a Student Services focus group, and interviews that Student Services needed to provide higher quality services to help students achieve greater student success.

An emphasis on increasing the performance and effectiveness of Student Services is particularly timely with the state mandates to implement the Student Success and Support Program (SSSP) and the Student Equity Program. Student Services is viewed by legislators and senior education leadership as critical to student success. Even more than before, the mission of the College's Student Services will be to use data to drive decision-making and ensure student success based on timely completion, persistence, and success in coursework.

Identification of the Problems

In 2013, the ACCJC accreditation visiting team issued 14 recommendations, five of which pertained to Student Services. Among those recommendations was that the College ensure that all student support programs, including counseling for distance education students, are actively engaged in the Program Review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the Student Services programs and services needed to complete a full cycle of review and assessment, which included gathering of data, analysis of data, implementation of program changes for improvement, and the re-evaluation of implemented improvements.

In response, the College undertook an overall assessment of its student support services offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and state requirements. Throughout the fall 2013 and spring 2014 terms, the College conducted the following research pertaining to Student Services:

1. Staff Comparison Study
2. Comprehensive Faculty/Staff Survey
3. Comprehensive Student Survey
4. Point of Service Surveys
5. Focus Groups of Students and of Student Services Staff
6. Federal and state Requirements Analysis

Based on the findings from these research activities, the College developed an action plan to improve Student Services and allocate the necessary resources to meet the diverse needs of its students. The action plan covers fiscal years 2014-15 and 2015-16. Implementation of the

plan commenced in spring 2014 and resulted in filling many staffing positions that enabled the Division to deliver an acceptable and sustainable level of service to students.

In addition, all Student Services units underwent a Comprehensive Program Review (CPR) in summer 2014 in order to evaluate their effectiveness and develop improvement plans with measureable outcomes so as to deliver high quality services to students.

These evaluation activities brought deep introspection to LAMC's Student Services Division. The five accreditation recommendations and subsequent resolution pointed out some troubling issues. The main issues were the following:

1. Student Services managers and staff felt that they lacked the training to conduct useful and meaningful assessments of their programs and practices.
2. With the new state mandated performance-based requirements of SSSP, the development of a data-driven strategy to ensure that Student Services is meeting the current and future needs of students has to be implemented.
3. Collaboration with other areas of the College and Student Services was ineffective and hindered a student success-oriented dialogue.
4. The staff felt that there were not sufficient professional growth opportunities and accountability measures necessary to provide to Student Services managers the tools to improve student learning and achievement.

Although the submission of the 2015 Follow-up report outlined the accomplishments of the Student Services Division in meeting its Program Review and staffing goals and the plans to sustain this effort, the College recognized during the Self Evaluation process that there continues to be gaps in transforming the Division into a more effective organization. Consequently, during the summer of 2015, the College engaged in a gap analysis of Student Services to determine the cause of gaps between desired performance goals and current performance levels.

Using Clark and Estes (2008) model for identifying performance gaps, the College examined three critical factors:

- People's knowledge and skills
- Their motivation to achieve the goal (particularly when compared with other work goals they must also achieve)
- Organizational barriers such as a lack of necessary equipment and missing or inadequate work processes

The College analyzed the results of a Student Services focus group that was conducted in spring 2014 and compared that to interviews with management and mid-management Student Services staff in summer 2015. This analysis identified recurrent and common themes as well as opportunities to increase performance. Additional data, including minutes from the Student Support Services Committee (SSSC), also supported some of the earlier findings from the focus group and interviews. An example of one of the outcomes of both the focus group and later individual interviews was that respondents wished to have more collaboration between

Student Services and Academic Affairs. After identifying the reoccurring challenges identified from the focus group and interviews, the College then classified the performance gaps into three different categories in order to determine the best course of action to fill those gaps:

Performance Gaps	Reoccurring Themes in Student Services
Knowledge and skills (includes information sharing, job aids, training, and education).	- More collaboration between Student Services and Academic Affairs (information sharing). - Sharing information with other departments about processes and rules (information sharing). - Leadership skills (training). - Decision-making based on data analysis (training).
Motivation to achieve the goal.	Poor leadership: lack of mentoring and evaluation.
Organizational barriers such as a lack of necessary equipment and missing or inadequate work processes.	- Student Services current reporting structure needs to be realigned to improve efficiency and service to students. - Staff meetings held on an irregular basis. - Inadequate facilities for staff to meet student needs in an efficient manner.

Leadership

Organizationally, the Student Services Division is administered by one Vice President of Student Services, two Deans, and one Associate Dean. A new Vice President of Student Services began at the College on December 10, 2015 after the former Vice President resigned in June 2015. Due to this gap in leadership in Student Services, professional development, mentoring, and training have been minimal, sporadic, and inconsistent.

After considering the interview and focus group data that was collected, it was determined that college leaders must communicate their expectations to their staff and hold their employees accountable for performing their job duties and providing exceptional customer service to students. College leaders also have an obligation to provide professional development, mentoring, and training to their staff to improve the level of staff effectiveness in serving students.

Assessment

In the area of outcomes assessment, it is apparent that Student Services employees need to improve the way they assess student outcomes and learning in their areas. It is also clear that not every staff member in Student Services feels that they have been adequately trained to

design and conduct meaningful assessments. While Student Services staff received training in these areas from an external consultant in spring 2014, not all staff members feel that they have grasped the concepts sufficiently enough to collect and analyze useful data, develop improvement plans, and evaluate the effectiveness of implemented changes.

Improvement Objectives

Based on the cumulative assessments, which included a review of previous accreditation recommendations, interviews, observations, expert consultant assessment, and analysis of Student Services Program performance data, the College determined that the following objectives need to be achieved over the next seven years:

1. Increase the leadership behavior and skills of Student Services managers and staff.
2. Ensure that there is adequate faculty and classified staffing to meet the growing population projected over the next seven years.
3. Improve the collaboration of Academic Affairs and Student Services to achieve higher levels of student success.
4. Conduct staff development and cross-training programs as well as focus on improving customer service to students, faculty, staff, and the community.
5. Train and establish a data-driven decision-making culture in Student Services.
6. Align Student Services so that they work as one divisional team and can innovate and solve current and future challenges.
7. Conduct a facility assessment and, with the possibility of a bond in November 2016, re-engineer how Student Services are delivered in a one-stop technological facility.
8. Integrate Student Services policies, procedures, and practices in the campus-wide student success initiatives.

Actions/Steps to be Implemented

The College will initiate several organizational and professional development action steps to place Student Services on a higher platform of excellence. This platform will be the foundation by which the new permanent Vice President of Student Services will be able to create an atmosphere of cultivating leadership in every Student Services unit, move the division to evidence-based, data-driven decision making, and develop a culture of inquiry and innovation.

LAMC recognizes that the improvement of Student Services cannot be achieved in a one to two-year period. It will take a concerted and strategic effort over the next several years. The action steps below will address each of the eight issues identified in the Student Services' assessment beginning in AY 2015-16. For each of the eight identified improvement objectives, the College will adopt the following four-step process:

Step 1: Gather data about each issue and develop tasks and activities to remedy the problems and meet the objective.

Step 2: Implement the defined tasks and activities.

Step 3: Assess the implementation of the defined tasks and activities.

Step 4: Implement improvements identified through the assessment process.

Desired Goals and Outcomes

By adopting and following the timeline and process below, the College will implement a systematic and institutionalized Action Plan for the continuous improvement of the Student Services Division.

TIMELINE AND PROCESS

Objectives	Tasks	Timeline	Responsible Parties
1. Improve leadership skills 2. Ensure adequate staffing levels	Study/collect data	Spring 2016	VPSS SSSC SS Managers
	Implementation of strategic initiatives	Fall 2016	VPSS SS Managers
	Assessment of strategic initiatives	Spring 2017	Dean of IE SS Managers VPSS SSSC
	Implementation of improvements to strategic initiatives	Fall 2017	VP SS SS Managers
3. Improve collaboration between AA and SS	Study/collect data	Spring 2017	VPSS VPAA Council of Instruction
4. Staff development and training programs			EPC SSSC SS Managers LAMC Professional Development Committee
	Implementation of strategic initiatives	Fall 2017	VPSS VPAA SS Managers
	Assessment of strategic initiatives	Spring 2018	Dean of IE SS Managers VPSS VPAA SSSC
	Implementation of improvements to strategic initiatives	Fall 2018	VPSS VPAA SS Managers
5. Train and establish data-driven culture 6. Align Student Services units	Study/collect data	Spring 2018	VPSS Dean of IE SSSC SS Managers LAMC Professional Development Committee

	Implementation of strategic initiatives	Fall 2018	VPSS SS Managers
	Assessment of strategic initiatives	Spring 2019	Dean of IE SS Managers VPSS SSSC
	Implementation of improvements to strategic initiatives	Fall 2019	VPSS SS Managers
7. Facility assessment 8. Integrate Student Services policies, procedures, and practices in the campus-wide student success initiatives	Study/collect data	Fall 2018	Facilities Committee College Project Manager VPSS VPAA SSSC Student Success and Support Program Committee (3SP) Student Equity Committee SS Managers
	Implementation of strategic initiatives	Spring 2019	VPSS SS Managers
	Assessment of strategic initiatives	Fall 2019	Dean of IE SSSC Facilities Committee VPSS SS Managers
	Implementation of improvements to strategic initiatives	Spring 2020	VPSS SS Managers

Resources

The College will use the current Comprehensive Program Review (CPR) and annual Program Review update processes as the mechanisms by which to implement the long-term Student Services' Action Plan. Thus, Program Review will provide the framework to accomplish the eight improvement objectives. In addition, the College will support the staffing plan by assuring Program Review staffing requests are in line with the long-term assessment of the objectives and are properly funded. Professional and staff development resources will be acquired from the Eagle's Nest Professional Development Center, Student Equity funding, and Student Success and Support Program funding. Funding for the facilities assessment and Student Services One-Stop building is expected to be obtained from bond funding.

Assessment

Overall assessment of the long-term transformation of Student Services will occur by aligning the CPR process with the four-step strategy to achieve successful outcomes among the eight improvement objectives. It will also include an overall assessment in AY 2020-21 after the last year of the four-step strategy process to collect/assess data, implement improvements, and reassess the improvements. The overall assessment report will be completed and prepared for the College and ACCJC in AY 2021-22 in time for the ACCJC visit in AY 2022-23.

References

- Clark, R. & Estes, F. (2008) *Turning Research into Results*. Information Age Publishing, NC.
- Meisinger, A., "Introduction to Special Issue on the Relationship between Planning and Budgeting", *Planning for Higher Education*, Vol. 18, No. 2, 1989-1990.
- Society for College and University Planning. <http://www.scup.org/>. December 21, 2015.

CHANGES AND PLANS ARISING OUT OF THE SELF EVALUATION PROCESS

STANDARD I.B: ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

1. Beginning in spring 2016, the College will improve the integration of its planning processes and documents as described in the QFE.

In addition, beginning in spring 2017, the Budget and Planning Committee will integrate assessment of the effectiveness of allocated resources by requiring all fund recipients to conduct and submit an evaluation on the efficacy of the expenditures in meeting the objectives of the program. This evaluative process will help close the loop on integrated planning.

STANDARD II.A: INSTRUCTIONAL PROGRAMS

1. The current online Program Review* system does not include labor market information and data on other programs in the area. EPC* and CTE committees are currently working to modify the system to incorporate these requirements.

STANDARD II.C: STUDENT SUPPORT SERVICES

1. By fall 2016, student services, in collaboration with the DE* committee and the Office of Institutional Effectiveness (OIE), will engage in further outcomes assessment to improve the quality of services provided in all modalities. (QFE)
2. The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veteran's affairs.
3. The athletics program, in compliance with Title IX, will pursue additional opportunities for female student athletes to participate in intercollegiate athletics.
4. By fall 2016, student services, in collaboration with the SLO coordinator and OIE, will create and implement training to improve the design, implementation, and assessment of SAOs. (QFE)

STANDARD III.A: HUMAN RESOURCES

1. Despite EASY, some classified employee evaluations have been conducted in irregular cycles. Furthermore, the recent hiring of a large number of deans has created a backlog in administrative performance review. The College will work more closely with its Personnel Office to identify and close gaps in performance evaluations.

STANDARD III.C: TECHNOLOGY RESOURCES

1. The use of data collected from various surveys could be improved upon. By spring 2016, the technology committee will develop a process, using collected data, to better assess the technology-related needs of the College. This process will in turn inform the revision of the TMP and the Technology Replacement Plan.
2. By fall 2016, the technology committee will have developed a comprehensive Disaster Recovery Plan for major outages and large-scale catastrophes.

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3. By spring 2016, the technology committee will have updated the TMP. The committee will also continue to revise the Technology Replacement Plan on an annual basis.
 4. ITS will base future training calendars on additional feedback from faculty and staff on the types of technology and training they find most useful.

STANDARD III.D: FINANCIAL RESOURCES

1. A quarterly report of all funds to the executive team will make College finances more transparent.

STANDARD IV.A: DECISION-MAKING ROLES AND PROCESSES

1. The College and Associated Student Organization (ASO) will survey students and conduct focus groups to identify specific activities that will enhance student leaders' participation in shared governance.

APPENDIX

GLOSSARY

Annual Mission Learning Report: First published in fall 2014, the report serves to disseminate the College's overall progress in improving student achievement and student learning at all levels through the outcomes cycles. The report is posted on both the SLO and Institutional Effectiveness websites.

Articulation: The College maintains articulation agreements with nine University of California (UC) campuses and 18 California State University (CSU) campuses and course-to-course agreements totaling over 1,360 Departments at 18 CSU campuses and six UC campuses. Additionally, the College has articulation agreements with many private and out-of-state colleges and universities.

BPC: See Budget and Planning Committee

Budget and Planning Committee (BPC): BPC is a shared governance committee whose purpose is to guide the College through the continual process of budget and strategic planning. The membership of BPC consists of one administrator from each of the College's three units (Academic Affairs, Administrative Services, and Student Services), six faculty, two classified staff, one classified supervisor, and one student.

The development of procedures, policies, guidelines, timelines, and evaluation criteria for budget augmentations or reductions, the systematic prioritization of budget requests, and evaluations of past expenditures fall under BPC's purview.

All requests for additional resources must be part of each department's Program Review in order to be considered for funding. Prioritized resource requests from each College division are received and prioritized by BPC utilizing a value scored rubric. The rubric is reviewed annually for effectiveness and has been refined over the last three years.

COR (Course Outline of Record): See Curriculum

Course Outline of Record (COR): See Curriculum

Curriculum: The Curriculum Committee and the dean of Academic Affairs in charge of curriculum ensure the currency of all courses in accordance with Title 5 requirements and oversee, under the guidance of the Academic Senate, the curriculum approval and review processes. Furthermore, all academic deans monitor the revision and creation of degrees and certificates to ensure the currency and relevance of programs in accordance with the needs of transfer-bound and Career Technical Education students.

Course Outlines of Records (CORs) are developed by content expert faculty and revised according to timelines and review cycles consistent with the State Chancellor Office's requirements. The Curriculum Committee, co-chaired by two faculty members and assisted by the dean of Academic Affairs in charge of curriculum, meets twice a month to undertake technical reviews of CORs; provide policy recommendations on general academic standards,

curricular matters, graduation, occupational certificate criteria, and transfer requirements; ensure the systematic inclusion of SLOs on all active CORs; and track submissions of courses, certificates, and degrees to the State Chancellor's Office.

The curriculum process identifies faculty and student needs for Library material. All new and updated courses are expected to have a completed Library Addendum Form submitted to the Curriculum Committee as part of the Course Outline of Record (COR), available online through the Electronic Curriculum Development system (ECD). The form is designed to determine whether the current collection contains materials to support the course and allows for faculty to suggest print or electronic material for the Library to acquire. When funding for book purchases is available, Librarians rely on these forms to decide what resources to purchase.

The Electronic Curriculum Development System (ECD) is the online repository of CORs. The steps for the curriculum program approval process are clearly delineated in a flow chart on the College's Curriculum website (http://www.lamission.edu/curriculum/program_process.aspx).

Faculty submitting new or revised CORs receive extensive training via a Curriculum Handbook, instructional videos, and detailed instructions posted on the Curriculum website (<http://www.lamission.edu/curriculum/apply.aspx>).

Curriculum Committee: See Curriculum

DE: See Distance Education

Distance Education (DE): The Distance Education Committee oversees all aspects of the College's courses taught online and helps the College remain current on technology trends in the classroom.

To provide quality online education at the College, the DE Committee, with assistance from the Educational Planning Committee (EPC), maintains policies and guidelines on the effectiveness of its online classes (<http://www.lamission.edu/de/>). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, DE best practices for online educators, certification for online faculty, and restrictions on the allowable percentage of online instruction for faculty. Due to contractual changes, department chairs are now responsible for reviewing course shells for courses offered in their respective departments. In addition, the Curriculum Committee reviews all DE courses as part of the COR approval process.

The DE Committee regularly reviews the student success and retention rates of courses taught online and provides resources and ongoing training to online faculty. Although the success and retention rates of DE students do not quite match traditional courses, the rigorous oversight of the DE Committee has resulted in the success rate of the College's DE students to be one of the highest among all California community colleges (as cited in http://www.ppic.org/content/pubs/report/R_514HJR.pdf). The relatively strong success rates of students in these classes may be attributable in part to the fact that all distance education (DE) courses are standardized through District regulations and the curriculum process at the College.

In August 2015, the DE Committee began a pilot study to transition from Etudes, the current Learning Management System, to Canvas (<http://lamc-ddl.pbworks.com/w/page/98566731/OEI-CANVAS>).

The Distance Education Committee reviews its Three-Year Distance Education Plan on an annual basis to ensure that its four goals align with both the College's and LACCD District Strategic plans (<http://lamission.edu/de/dep.pdf>).

Eagle's Nest: The Eagle's Nest is a faculty resource center that hosts workshops and provides resources to promote research-based pedagogical technologies and methods (<http://libguides.lamission.edu/EaglesNestFacultyResources>).

- The Eagle's Nest provides instructional technology support to faculty and offers individual, hands-on training on the latest tools and equipment used in the classrooms. Lecture capture systems, smart room technology, student response systems, Web development, and online course management are some of the trainings that have been offered.
- The Eagle's Nest also provides workshops on both instructional and administrative software used at the College, and researches new technologies that can improve the quality of instruction, whether delivered face-to-face or online.
- A number of workshops on outcomes assessments, Library guides, book clubs, and collaboration techniques have been offered at the center.

Educational Master Plan (EMP): The EMP is updated every five years by the Educational Planning Committee (EPC). The current plan (<http://www.lamission.edu/eduplanning/LAMCEducationalMasterPlan2010-2015.pdf>) expires in 2015 and the 2016-20 plan, aligned with the District's and College's Strategic Master plans, is being drafted. Consultants from "The ELS Group, LLC" submitted a report in spring 2015 recommending that the College eliminate/consolidate many of its plans.

Educational Planning Committee (EPC): EPC is a shared governance committee co-chaired by a faculty member and the Vice President of Academic Affairs and consists of 16 voting members selected from administrative, faculty, classified, and student ranks. The purpose of EPC is to guide the College through the continual process of strategic educational planning that includes a systematic cycle of evaluation, integrated planning, implementation, and reevaluation.

In addition, EPC formulates recommendations on issues related to the College's progress and:

- Develops, updates, and oversees the implementation of the Educational Master Plan
- Oversees Program Review and SLO development in academic areas
- Integrates results of Program Review into the Educational Master Plan
- Oversees the College responses to any educationally-related accreditation recommendations
- Oversees the program viability review process* for educational programs
- Monitors the planning, implementation, and assessment of all academic areas including: credit, noncredit, specially funded programs, basic skills, and distance education
- Develops criteria for the prioritization for the allocation of instructional resources

- Prioritizes and makes recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
- Receives and prioritizes requests for Instructional Equipment funds and forwards recommendations to the Budget and Planning Committee.

EPC reports to and seeks input from College Council and the Academic Senate regarding educational matters and makes recommendations to the Budget and Planning Committee on resource allocations pertaining to educational programs and services. In addition, EPC helps to ensure the proper operations of the Educational Master Plan subcommittee; the Enrollment Management subcommittee; the Learning Outcomes and Assessment Committee; the Career Technical Education Act (CTEA) Committee; the Distance Education Committee; the Curriculum Committee; the Faculty Hiring Prioritization Committee; the Program Viability Review ad-hoc Committee; and the Essential Skills Committee.

<http://www.lamission.edu/eduplanning/default.aspx>

EPC: See Educational Planning Committee

Faculty Hiring Prioritization: Under the leadership of the Academic Senate, the College undergoes an annual process to determine the departments/disciplines that will be granted a new full-time faculty position. Academic departments submit their requests each September and justify their need for additional tenure-track faculty based on statistical data on student enrollment trends; growth data; number of courses, sections, and hours of instruction offered within the discipline; the proportion of adjunct versus full time instruction; and previous Program Review reports. The Faculty Hiring Prioritization Committee (FHPC) is composed of faculty from various disciplines; upon completion of its ranking, the Committee shares its findings with the Academic Senate and the College President (<http://www.lamission.edu/facstaff/senate/facultyhiring.aspx>).

ILOs: The College has formulated seven learning outcomes at the institutional level. These ILOs are: written and oral communication; information competency; problem solving; math competency/quantitative reasoning; aesthetic responsiveness; ethics and values; and global awareness (<https://lamission.edu/slo/generaleducation.aspx>).

The College assesses ILOs by a variety of means and has disaggregated data for five of the ILOs so far (<https://lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf>). The Learning Outcomes Assessment Committee (LOAC) is in the process of collecting, disaggregating, and analyzing authentic assessment data for each ILO individually as well.

Initial attempts to assess student achievement of LAMC's Institutional Learning Outcomes were based on department assessments of courses that support the PLOs and ILOs. In addition, the College's seven ILOs were assessed in 2011 using a student survey. In 2012 through 2015, seven teams were formed to further assess student achievement of each of the College's ILOs. As a result, a variety of assessment methods have been used including online student surveys, in-class student surveys, student work samples, and oral

presentations. Faculty use existing assignments to complete the ILO assessments with a common rubric and enter the results for their classes using the online SLO assessment system. Because ILOs are mapped to course SLOs, with each SLO linked to at least one ILO, the College has also been able to conduct ILO “roll-up” assessments for each ILO based on related course assessments. Roll-up assessments examine a representative sample of related course SLO assessments to determine student achievement of the ILO and the established benchmark. Groups assessing each ILO met to discuss the ILO assessment results, what has been learned from the assessments, and recommend improvements. Follow-up discussions, including plans for improvement and for subsequent assessments, take place at LOAC meetings.

Additionally, in fall 2014 the Los Angeles Community College District (LACCD) conducted a student survey pertaining to LAMC’s ILOs. LAMC’s OIE* reported the results and disaggregated the data by gender, ethnicity, age, income level, first generation status, and number of units completed (<https://lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf>). The results, conclusions, and recommendations from the assessment have been discussed in LOAC. The ILOs covered by the survey were:

- ILO #1: Written and Oral Communication
- ILO #2: Information Competency
- ILO #3: Problem Solving
- ILO #4: Math Competency (Quantitative Reasoning)
- ILO #7: Global Awareness

A total of 2,862 valid responses were received from students enrolled at LAMC in fall 2014. Overall, students reported to have attained the skills identified in the College’s ILOs. Female students rated their improvement higher than male students on all ILOs except math competency. Hispanic students, who comprise over three-quarters of the student population at the College, rated their improvement the highest among all ethnic groups. Overall, students who had completed more units reported more improvement than those with fewer units. In most cases, the number of units completed correlated with the degree of improvement.

Institutional Learning Outcomes: See ILOs

Institution-Set Standards (ISSs): In 2013, the College, motivated by federal and ACCJC guidelines, developed a set of standards for student achievement that are appropriate to its mission. The standards are: 1) successful course completion, 2) course retention, 3) persistence, 4) degree completion, 5) certificate completion, and 6) transfer.

The College engaged in extensive discussion to establish institution-set standards for student achievement based on evaluation and analysis of historical and current performance data on the six student achievement outcome measures (http://www.lamission.edu/irp/docs/Institution-Set_Standards_2013.pdf). After thorough discussion and analysis of gathered data, the Council of Instruction (COI) proposed standards that were then vetted through

EPC and the Academic Senate before receiving final approval from the College Council and President. These measures are also included in the performance outcome measures for Goals 1 and 3 of the College's 2013-2018 Strategic Master Plan.

The College annually assesses the standards according to procedures set forth by the Research Advisory Task Force (RATF) and approved by the College Council and College President (http://www.lamission.edu/irp/ISS_Evaluation_Process.pdf).

The Program Review Online System was enhanced in spring 2014 to incorporate the ISSs for successful course completion and retention rates, and each discipline also receives data to evaluate the percentage of total college certificates and degrees it awards on an annual basis (in addition to the number of awards). In spring 2015, the following further enhancements were made to the Program Review Online System: 1) disciplines are now able to set their own standard(s) for successful course completion and/or retention rates as long as they provide a justification, grounded in evidence, for a different choice in standards; 2) disciplines/programs can now set standards for, and evaluate their performance on, other criteria pertinent to specific programs; and 3) CTE programs can now set standards for, and evaluate their performance on, job placement rates pertaining to specific certificates and degrees.

Information on the College's progress in achieving its ISSs is published in the annual Mission Learning Report (https://lamission.edu/irp/docs/Mission_Learning_Report_Fall_2014.pdf). Additional information and data about the ISSs are also provided on the Office of Institutional Effectiveness website (<http://www.lamission.edu/irp/effectiveness.aspx>).

ISSs: See Institution-Set Standards

Learning Outcomes Assessment Committee: See LOAC

LOAC: The Learning Outcomes Assessment Committee (LOAC) provides direction and resources to support an ongoing, systematic process that clarifies and improves achievement of Institutional, Program, and course Learning Outcomes with specific emphasis on student success. LOAC works with faculty and staff to ensure the process of assessment is integrated and consistent across the College for course SLOs (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).

LOAC is sanctioned by the College Council and is a subcommittee of the Academic Senate. The committee works with the Student Support Services Committee and the Administrative Service units and reports to the Academic Senate.

LOAC is charged with the following:

- Guide and support faculty and staff in facilitating outcome assessment.
- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement on all levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.

- Work with administration to ensure that outcome assessment assignments are completed on time.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them with outcome development and assessment.
- Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
- Maintain open and frequent communications about outcome development and assessment with various college groups including but not limited to the department chairs, academic deans, the Curriculum Committee, the Academic Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.
- Provide qualitative feedback on the overall learning outcome process.

<http://lamission.edu/slo/loac/default.aspx>

LOAC's involvement with CORs occurs at the early stages of the curriculum development process: prior to review by the Curriculum Committee, new or revised CORs are submitted to the SLO Coordinator for feedback on the quality and relevance of SLOs. The Academic Senate provides the next level of oversight in matters relating to curriculum and learning outcomes.

Mission Learning Report (MLR): See Annual Mission Learning Report

The Office of Institutional Effectiveness (OIE): The OIE is responsible for conducting institutional research and developing information in support of institutional accountability, institutional assessment, unit assessment, planning, accreditation, and grant development. The OIE serves as the center for research and evaluation at the College and is actively involved in the implementation and continuous improvement of a comprehensive, systematic program of research, evaluation, and assessment of College processes and College effectiveness at all levels.

OIE provides data for the development of the College's planning documents that drive decision-making, resource allocation, and student success goals. Student success data tracked include but are not limited to persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, and enrollment. In order to ensure the consistent alignment of the College's programs and services with the College's Mission, data are systematically utilized in Program Review as well as in the development and implementation of all College planning documents.

<http://www.lamission.edu/irp/default.aspx>

OIE: See Office of Institutional Effectiveness

PLOs: See SLOs/PLOs

PROC: See Program Review Oversight Committee

Program Learning Outcomes: See SLOs/PLOs

Program Review (PR): Program review is the primary instrument through which program-level evaluation and planning are conducted on campus. The College's Program Review schedule includes both annual reports and in-depth "comprehensive" cycles, with the latter conducted every three years. Each program or unit completes a self-evaluation based on evidence, including student academic and/or unit performance, outcomes assessment, changes designed to improve student learning (based on prior years' outcomes assessments), and curricular changes. This process maintains the currency and relevance of educational programs and informs enrollment management and resource allocation.

The institution assesses the accomplishment of its mission through its proprietary Program Review Online System and systematically evaluates the goals and objectives stated in the College's master planning documents. Each discipline receives data in Program Review on student enrollment, success, retention, and program completion, and data are disaggregated by demographic group, mode of delivery and time of day. The Program Review Online System was enhanced in spring 2014 and spring 2015 to also incorporate the College's ISSs* (see Institution-Set Standards for more information). In addition, programs receive information about learning outcome assessments, faculty, efficiency, and curriculum. The data and information are analyzed by each discipline on an annual basis, and objectives and resource requests may be developed based on identified gaps and/or areas needing improvement. These program improvement objectives are linked to one or more of the College's strategic goals and thereby to the College Mission.

Every three years, programs/units complete a more in-depth Comprehensive Program Review (CPR) and validation process. Academic disciplines must complete a three-year plan for improvement as part of their CPR. Upon completion, each program's/unit's performance and planning are discussed with the Educational Planning Committee (for academic disciplines) or Student Support Services Committee (for the student services division). Those committees then submit a formal response, including recommendations and commendations, to each program/unit. PROC* has been in discussions about a format/process for CPR in the Administrative Services division as well.

Program Review is the initial step in requesting the allocation of financial resources as well as the primary avenue whereby resource allocations are directly tied to planning. All new requests for funding (whether for educational programs, support services, or human, physical, technological, or other financial resources) must originate in Program Review and be tied to a Program Review objective. The budget requests made in program review are prioritized by the appropriate administrative division and are then reviewed by the relevant shared governance committee before being forwarded to the Budget and Planning Committee for final prioritization and recommendation to College Council.

Program Review Oversight Committee (PROC):

The purpose of PROC is to:

- Provide systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division.

-
- Oversee the annual and comprehensive Program Review processes to ensure the review process is evaluative and descriptive and to ensure the results of the Program Review are consistently linked to institutional planning processes.
 - Determine the standard procedures and schedules of self assessment and peer validation to ensure the Program Review process is consistent across programs and units of all divisions.
 - Ensure there is a meaningful linkage between Program Review and the following: student achievement and learning outcomes, service area outcomes, college strategic master plan and resource allocation.
 - Provide workshops to educate users on Program Review tools and processes as needed.
 - Assign validation teams for all comprehensive Program Reviews.
 - Review, update and revise the Program Review process as needed.

PROC is composed of 13 voting members, including the co-chairs of the Educational Planning Committee, the co-chairs of the Student Support Services Committee, the co-chairs of the Facilities and Planning Committee, the Dean of Institutional Effectiveness, and representation from classified, instructional technology, and department chairs' ranks.

<http://www.lamission.edu/facstaff/proc/>

Program Viability Committee: See Program Viability Review Process

Program Viability Review Process: The program viability review process, established by the Academic Senate, outlines the procedures by which a new program is established, an existing program is modified or discontinued, or a department is reorganized. Program viability review is designed to ensure that the College's instructional resources are used to integrate the College's Mission, its Educational Master Plan, the needs of its students, and the requirements of the community it serves. For requests for program initiation, program modification/improvement, or departmental reorganization, EPC* will review the information/supporting documentation provided and make a recommendation to the Academic Senate President for one of two actions: 1) approval without further review or 2) referral for further review by the Academic Senate Program Viability Review Committee. A viability review is mandatory for discontinuation of an existing program.

For requests that go to the Program Viability Review Committee, in determining the outcome the Committee produces a Viability Report for review by EPC* and presentation to the Academic Senate that must include the following: 1) a summary of the process used by the Committee to perform the viability review, 2) a review of all data consulted, 3) detailed recommendations for action, with a timeline, and 4) a detailed assessment of the impact of the recommendations on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Once the viability review is completed, the recommendations are forwarded to the Academic Senate for approval. The Senate's recommendation is then taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President.

If program discontinuance is the outcome of the process, the final step would be for the College President and the Academic Senate to make the recommendation for discontinuance to the Board of Trustees for approval. In general, program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted.

<https://www.laccd.edu/Board/Documents/BoardRules/Ch.VI-ArticleVIII.pdf>

<http://www.lamission.edu/facstaff/senate/docs/Viability%20Review%20Policy%20EPC-Senate%20Policy.pdf>

Roll-up Assessments: See SLOs/PLOs

SGOC: See Shared Governance Oversight Committee

Shared Governance Oversight Committee (SGOC): The SGOC oversees the functions of each of the shared governance committees to ensure the continual productivity of the shared governance process at Los Angeles Mission College.

SGOC is authorized by and reports directly to College Council and:

- Develops and implements evaluation procedures of each shared governance committee
- Facilitates self-evaluations and external evaluations of shared governance committees
- Provides a summative and comprehensive shared governance process evaluation to College Council
- Provides recommendations for improvement to each shared governance committee
- Monitors and oversees the membership of the shared governance committees
- Participates in planning College Council retreats and midyear Shared Governance Review and Planning and Review

SLOs/PLOs: The College evaluates and reports learning outcomes, which are updated by each instructor and department. Programs are assessed for currency, teaching and learning strategies, and student learning outcomes through the oversight of the Learning Outcomes Assessment Committee (LOAC)*. Currently, the College's compliance with learning outcomes assessment is at 100 percent. All courses are placed on an established assessment cycle and the results are regularly reviewed by faculty (*<http://www.lamission.edu/slo/reports.aspx>*). Whenever deemed necessary, changes are made to SLO instruments or course curricula. To that end, departments review SLO/PLO assessments by virtue of semi-annual reports that are submitted to the SLO Coordinator and posted online.

Student learning outcomes are evaluated at least every three years, with 100 percent of active course SLOs having been previously assessed. Faculty and staff use the results of learning outcome assessments to make improvements and conduct follow-up assessments to “close the loop,” ensuring that assessments produce meaningful changes in support of student learning and the College Mission.

The College has established a thorough and comprehensive institutional procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates, and degrees. All course SLOs, program PLOs, certificates, and institutional outcomes (ILOs) are required to be assessed on a rotating three-year cycle; however, many instructors assess their courses at least every other year. This enables instructors and chairs to gain more up-to-date feedback on whether their implemented recommendations for improvement have been effective. The College has worked diligently to assess its course SLOs, its PLOs, its Service Area Outcomes (SAOs), and its Institutional Learning Outcomes and to have meaningful discussions about the results and plans for improvement. The SLO Online System is continually updated and modified to ensure better linkage between institutional, program, and course learning outcomes.

Many SLO assessments include recommendations for improvement. If a recommendation for improvement is made, the instructor is required to report the results of that improvement. As of December 26, 2015, 558 course SLOs have been assessed more than once and 660 follow-up reports have been filed, and thus have gone through a full assessment cycle of implementing changes and documenting improvements based on those changes.

As of December 2015 all programs, consisting of 212 Program Learning Outcomes, (PLOs), have been assessed, 38 of which more than once. The SLO Online System was augmented in fall 2014 with Program Learning Outcome screens, and faculty members are now able to link each program outcome to its supporting course SLOs and assessments. The rubric average from all the related SLO assessments is calculated and displayed to aid in the analysis of each PLO. This has enabled department chairs to do “roll-up” assessments based on the related course SLO assessments. In addition to the roll-up method, PLOs are assessed using surveys, interviews, and portfolios of students’ cumulative work. Cross-curriculum assessments have been examined to ensure meaningful results that focus on the program as a whole. The PLO Master Assessment Schedule is reviewed and updated every year, sustaining quality improvement.

Student Learning Outcomes: See SLOs/PLOs